



MARLING  
SIXTH FORM  
*Downfield Road*

**SET YOUR  
SIGHTS HIGH...  
CREATE YOUR  
FUTURE**

**CURRICULUM  
GUIDE**

**2024 ENTRY**

# WELCOME TO MARLING SIXTH FORM

We are delighted that you are considering joining us at Marling School Sixth Form in what will be an exciting next step in your educational journey. We offer an outstanding learning environment which is friendly and supportive, where you can expand and build on your learning to create your future. We offer a two year programme of academic study where you can choose three or four A Levels from a range of around 30 A Level subjects. Lessons are designed and delivered by teachers who will guide, stimulate, encourage and challenge you to develop your ideas further and help you to fulfil your academic potential. You will be expected and encouraged to develop your study skills and learn to work with greater independence.

Wherever you are joining us from, students in our Sixth Form embrace the wide and varied opportunities on offer. In addition to breadth options in Year 12 that add value to your learning and interests, we encourage students to get involved in the full life of the Sixth Form community and to broaden their horizons. In this way you will be well prepared for the next step; be that to read for a degree at university, undertake a skilled apprenticeship, embark on a gap year or enter the world of work.

The standards we expect reflect our academic and aspirational ethos. At Marling School Sixth Form we set high standards and expect Sixth Formers to lead by example. Our Sixth Form students lead many activities in the school and play a valuable role supporting their peers and younger students. Students in Marling School Sixth Form are fully immersed in the life of the school and are an integral part of its success. We are very proud of our Sixth Form students, the high standards they achieve in their learning, and the positive contribution they make.

You will find student quotes for activities and subjects throughout this guide from both current and former students who have studied their A Levels with us. Where students have left and provided their reflections, we are proud to include where they have progressed to. I hope that you find this document useful in giving you an introduction to life and academia here at Marling Sixth Form.



Ms Louise Harris  
Head of Sixth Form



## ADMISSIONS

### HOW TO APPLY

The application process begins with our Open Evening in the middle of November. The evening provides an opportunity to find out about our A Level courses, their outline programmes, their assessment methods and the enrichment and career opportunities associated with each. There is also a chance to discuss course choices with subject leaders of each department and with current Sixth Form students. It is very important to ask students what they do and whether it is enjoyable. If you are unable to attend the Open Evening, we will be holding a Discovery Day on the 3rd February 2024 for students new to Marling and A Level taster lessons for current Marling students.

Our online application form for students new to Marling is available on the Sixth Form website. Our deadline for these applications is the 9th February 2024. Following submission of the application form, all students are invited to attend an Information, Advice and Guidance Meeting (IAG) with a senior member of the teaching staff to discuss course choices and other aspects of life in the Sixth Form and the school in general. We do not interview for places. Applicants are then notified in April to confirm a conditional offer and subject choices. Final places in Year 12 are subsequently confirmed following GCSE results day in August.

### APPLICATION TIMELINE ENTRY 2024

#### Wednesday 22 November 2023

Sixth Form Open Evening

#### Saturday 3rd February 2024

Discovery Day

#### Friday 9th February 2024

Deadline for applications to Sixth Form (Sept 2024 Entry)

#### February and March 2024

Information, Advice & Guidance Meetings

#### April 2024

Conditional offer letter confirming subject choices

#### June/July 2024

Induction Days

#### Thursday 22nd August 2024

GCSE Results Day

### ENTRY CRITERIA

Our Sixth Form offers opportunities for students who fulfil the academic criterion of a minimum of 38 'points' across their six best subjects, short course GCSEs do not count towards the full course GCSE requirements. (In reformed GCSEs, the numerical grade will be used as the point score. Where a GCSE or equivalent still has a letter grade, the following score will be used in line with DfE equivalence. A\*= 8.5, A=7, B=5.5, C=4, D=3, E=2, F=1.5, G=1. Students should have a minimum Grade 5 in English Language and Mathematics. Students should meet individual subject requirements as listed in this booklet, usually Grade 6 or Grade B in their chosen subjects if previously taken at GCSE level, or a relevant subject as specified. Currently we cannot support students who need to re-take GCSEs. The Pupil Admission Number for our co-educational Sixth Form is now 200. For more information on the Admission Policy please refer the Sixth Form website.

## INDUCTION

Support and advice for students begins before enrolment day with an Induction programme during June/July.

The programme focuses on pastoral and academic integration. You will have lessons in your preferred A Level subjects, meet with your tutor, as well as make new friends and start to settle in to your new environment. It's a great opportunity to show you just some of what Marling Sixth Form has to offer and for you to begin to create your future.





# LIFE IN SIXTH FORM

## A PERIOD OF TRANSITION – WHY SIXTH FORM IS DIFFERENT

Sixth Form lessons, Sixth Form study and fitting in a Sixth Form social life is a learning curve and we recognise that moving from GCSE to A Level study is challenging for all students. You will study subjects in far greater depth than before and, in addition to active lessons designed to stretch you academically, you will have study periods every week on your timetable which will allow you to begin independent work in school within dedicated Sixth Form study areas. There is plenty of help on offer to support your study skills and there is always a member of the team ready to assist you.

We recognise that social development will be important through your Sixth Form years. We work with you to develop your interests and create new opportunities to meet and make friends for life. By immersing yourself in the life of the Sixth Form, your time here will be happy, productive and successful.

# SUPPORTIVE ENVIRONMENT

## ACADEMIC SUPPORT

To support your success, we will track your progress on a regular basis in the Sixth Form using data from a number of sources to give you a clear indication of how well you are doing. Your teachers will agree a target grade for you in your subjects, which will be based on national data and set at an aspirational but achievable level. Your tutor will work closely with you to monitor and support your progress to ensure that you fulfil your potential. You will also have opportunities throughout the year for one-to-one tutor meetings where you can discuss your progress and career plans, getting advice and guidance on university and apprenticeship applications.

The timetable is built with dedicated study periods allocated for you to use to work independently. The study periods give you the opportunity to write up notes, prepare assignments, complete work and study for tests in your subjects.

It is important that you use these study periods effectively. The key to success (and reduction of pressure later in the year) is to plan what tasks you will complete during these periods and establish good study habits.

## PASTORAL SUPPORT

Your well-being and happiness are very important to us and key to you enjoying your time here and achieving your potential. In addition to seeing your tutor, we have a Student Support Worker and an extensive team of colleagues ready and able to listen, support and be there with you every step of the way. We can provide assistance on issues relating to mental and physical health, well-being, family and relationships, coordinating work for long-term absences, home-study arrangements, practical support with workload, and working with outside agencies. It is important that you feel happy and confident so that you can be successful in your studies.

## UNIVERSITY APPLICATIONS, CAREERS ADVICE AND PREPARATION FOR WORK

The large majority of our students continue to higher education and we have a team of dedicated and experienced staff who can provide you with advice and guidance on university preparation and how to apply to universities in the UK and abroad. We offer bespoke support for aspirant medics, vets and elite university applicants, details of which can be found on the website. We also offer a comprehensive careers programme to aid you with all careers decisions including guidance on preparing CVs for job applications and how to apply for higher level apprenticeships. You will also have the opportunity to attend an annual Futures Day Careers Fair during which you can attend a range of talks and presentations by higher education providers and professionals from a variety of industry sectors. In recognition of the importance of work experience, Year 12 students currently benefit from a week in the summer term where they are encouraged to secure a work placement relevant to their potential future career/interests. We advise students to start thinking about this early in Year 12.



## FINANCIAL SUPPORT: 16 - 19 BURSARY

Marling Sixth Form offers a discretionary Bursary of up to £1200 to help students remain in full time education. It is used to provide assistance to students whose access to, or completion of, education is inhibited by financial constraints or barriers. The Bursary can support students with travel costs, equipment, books and other study-related costs. Payment will be dependent on criteria as laid out in the school's Student Learning Agreement. Please see our website for more details.

# A CURRICULUM WITH DEPTH & BREADTH

## WHY A LEVELS?

A Levels are a key component to progressing to university and higher level apprenticeships. They are well-established and well-known to employers as well as universities and provide a platform for all students, irrespective of their future career goals or aspirations. With the growth of BTEC qualifications, according to the former CEO of UCAS, over the next five years it is estimated that 10,000 fewer students will leave secondary school with three or more A Levels. Practically, this means that A Level students will be more attractive to universities and employers.

## CHOOSING YOUR PROGRAMME OF STUDY

Deciding which A Levels to take is not a decision to be taken lightly. Choosing the right combination can prove daunting, but if you are methodical, take your time, and ask lots of questions you will find the subjects which are right for you. You will need to think carefully about your interests, skills and about possible directions post 18.

Different skill sets are required for different subjects and you should consider the skills involved in each and compare them with your current abilities based on performance at GCSE level. Remember that the skills required at A Level may be very different and significantly higher than those at GCSE.

Some subjects require practical skills such as using laboratory equipment, others benefit from having the confidence to debate and discuss controversial issues. Some may involve significant background reading and essay writing or require independent reading, others a lot of creativity. The way a subject is assessed might also be important to you, particularly if assessment involves a lot of project work. These are all factors to be considered before making your final choice.

## These are things to bear in mind when choosing A Level subjects:

### CERTAIN SUBJECTS ARE A REQUIREMENT FOR PURSUING A PARTICULAR COURSE AT UNIVERSITY OR YOUR CAREER PATH

If you have a clear idea of the course you wish to study at university, research the course entry requirements carefully. Universities will require certain subjects for particular courses and some have GCSE requirements too. For example, you will need to take at least two science subjects to apply for medicine and dentistry or a drama course might require that you have at least one essay-based A Level. Remember that different universities will have different policies so research a wide range of providers to ensure that you have made informed choices.

### YOU HAVE A GENUINE INTEREST IN AND ENJOY THE SUBJECTS

You should have a real interest in the subjects you intend to study. Ensure you have researched the content and detail of the course beforehand. Being motivated to explore your subjects fully and in depth will ultimately play a key role in determining eventual success.

### YOU WISH TO DISCOVER A NEW SUBJECT

Prior knowledge of a subject is not always a prerequisite – you may however be required to show an aptitude in another related subject. Some subjects are also very different to what you experience at GCSE. Beware of taking a subject just because it sounds interesting. If you wish to study a subject that you have not studied at GCSE level it is essential to find out more about the course content. Ask lots of questions of the students and teachers in that subject.

Remember it is worth investing time and effort to research your intended subjects to keep your options open and enable you to make a well-informed decision about which subjects to take.

### PROGRAMME OF STUDY

The programme of study for students at Marling School Sixth Form is a two year academic programme, based on three or four subjects started in September of Year 12 and completed to A Level in the summer of Year 13. In addition to A Level study, students will be required to select a 'breadth' option which is followed in Year 12. Breadth options available to students may include, Extended Project Qualification (EPQ), Gold Duke of Edinburgh Award, Developing Player Programme, Classical Civilisations, Core Mathematics, Creative Writing and Geology.

## BEYOND THE CURRICULUM

As well as seeking academic success, we believe Sixth Form students should be given the opportunity to develop skills and qualities which will prepare them for the future. We encourage students to get involved in a range of activities to develop the broad range of skills essential for the world of work or higher education. You will be offered every opportunity to assume positions of responsibility and to develop self-confidence and leadership skills whilst in Sixth Form.

### TUTOR PERIODS (MONDAY MORNINGS FORTNIGHTLY)

A key element of our 16-18 education is our Life Skills programme which all students engage with. This is a tutor period in which you will spend time with your tutor or attend talks by visiting speakers. All students attend these sessions, which cover the wider curriculum, skills for life and careers information and guidance. Topics last year included financial planning, time management, effective note taking, healthy relationships, safe driving and alcohol and drug awareness, all delivered by specialist organisations.

### ENRICHMENT ACTIVITIES

At Marling Sixth Form we recognise that having a healthy balance between study and life is vital to the physical and mental wellbeing of students. Through the Marling Diamond Programme, we actively encourage and support students to pursue and develop hobbies, interests and skills that give them this balance and help them develop interests that they may use in later life. We give students dedicated time for these activities on a Wednesday afternoon. As a student, you could sign up to be part of a club or society, undertake voluntary work, do a sporting activity or start your own society. Just a few of the activities that students are taking part in this year include: coaching, debating, dissection club, MEDSOC (the medical society), particle physics club, basketball, swimming, rugby, football, volunteering, photography, film club, hockey, netball, athletics, and competitive running club.

## LEADERSHIP OPPORTUNITIES



*Hi, my name is Jasmine, and I am one of the Head Students. The main objective of my role is to encourage student participation in activities across the school, which includes running the Student Led Tutor Time programme, and being deputy chair of the student council. I am studying Sociology, Psychology, English Literature, and a Breadth option in EPQ, in which I am writing a report on the subject 'Can stereo-types influence sentencing within Court?'. In my time as head student, I hope to continue to keep the school as diverse and accepting as it can be and strive towards encouraging students to get involved, increasing personal development and growth. So far this year, I have been a part of the girls' football team in school, as well as playing for a team outside, and have attended chess club. After leaving Marling School, I hope to go on to study Law at University, and eventually work towards becoming a barrister in the future.*

### Jasmine

*I'm Giovanni and I'm one of the Head Students, focusing on Student Voice. As part of this role I am Chair of the Student Council. I'm currently studying Biology, Chemistry, English Literature and History. My main aims in this role are to make sure Marling students' voices are not only heard but listened to, and to do what I can to make positive change happen. I'm really hoping to make Marling thrive as a community. I'm fascinated by the sciences, so am a member of both Chemistry Society and Dissection Club, but I also enjoy humanities-based activities such as Model UN. When I leave Marling, I hope to study law and become a criminal barrister as I am interested in the role of the justice system in our lives.*

### Gio

*Hi, I'm Chandra and I am Deputy Head of Student Engagement. I currently study French, History, English Literature and EPQ as my breadth option. I hope that I can help make every student become an active member in the Marling community, so as part of my role, I help run student-led tutor times and provide opportunities that give every student a chance to express their voice and create an environment in which they will grow. At Marling I take part in the Mentoring and Coaching Programme, the early applicant group, the sign language course, and I am a language ambassador. Outside of school I enjoy playing the piano and I am on the forum for the young carers' charity. After A Levels, I hope to study languages and history at university.*

### Chandra

*I'm Oliver and am Deputy Head of Culture and Inclusion. I am currently studying English Literature, History, Politics and a breadth option in Creative Writing. During my time as Head of Culture and Inclusion, I hope to encourage acceptance and celebration of all cultures, religions, races, genders and backgrounds and to create thriving place of education where every student feels that they are spoken for. Originating from a mixed ethnic minority background myself, I believe that all individuals should have the confidence to express their identity without the fear of judgement or the denial of equal opportunity. I currently partake in a range of extracurricular activities, some of which include The Early Applicant Support Group, Model UN, football and the Law Society, which I chair. In the future, I plan on studying a degree in law as I have always taken an interest in its intricacies and thoroughly enjoy reading.*

### Oli

*I'm Josh - Deputy Head Student of Environment and I'm studying Physics, Computing, Maths and Further Maths. I am working with the Eco Committee to improve the school's response to climate change and other environmental issues we face. One thing we are focusing on is developing a more sustainable culture within the school. I enjoy chess club and in my own time playing the piano. After leaving Marling I plan to study Physics at University.*

### Josh

*I'm Freya and I'm a Deputy Head student on the Outreach and Marketing Team. My role is to help promote Marling Sixth Form to new students, including helping out at Sixth Form events. While doing this, I hope to play a part in ensuring that Marling is a safe and welcoming environment to introduce new students to. I am currently studying Biology, Psychology, English Literature, and alongside this, I attend Dissection Club. Once I have left Sixth Form, I would like to study law either in an apprenticeship or at university.*

### Freya

*Hello I am Takara and I am the Deputy Head of Wellbeing. My role is to help the wellbeing of the pupils of Marling School by working with my peers and teachers. I am currently studying Mathematics, Chemistry, Physics and an EPQ. While holding this position, I hope to increase the communication between students and teachers on the subject of mental health. At this moment in time, I am working with Mr Smith to improve the Hub Rooms and with Mr Wilson to help educate the students on mental health via school assemblies. In the future, I am hoping to continue my study in scientific knowledge at university, and I am currently taking part in Access to Bristol. In my free time, I play the violin in the school orchestra, and I also helped to found the Sixth Form Chess Club. As a member of the School Council and the Leadership Team, I work closely with both pupils and members of staff to improve Marling School.*

### Takara

*Hi I'm Maggie and I study Physics, English Literature and History. My main role is to organise and promote charity events. I hope to work and collaborate with the students as I believe it is vital to have student input on ideas in order to maximise involvement with these events and emphasise the importance of getting involved. Additionally, my goal is to use this role to bring attention to important issues through the events we hold and charities we support. After finishing my A Levels, I plan to take a year out to spend time travelling round either Europe or South America before I go to university to hopefully study Architecture as I am interested in changing the way council housing is built in the UK. I'm involved with the school production; early applicants support group and foreign film club which have all helped in building my confidence. Outside of school I play piano and bass guitar and I hope to continue developing my musical skills.*

### Maggie

*Hello, My name is Charlotte and I'm a Deputy Head student on the Outreach and Marketing Team. I am studying Maths, Economics and Business. During my time at Marling I wish to use modern technology and communication platforms in order to relay important messages to all students as well as highlight events and opportunities. My role will also include working alongside Freya to reach prospective students and welcome them to our Sixth Form. Looking beyond Sixth Form, I hope to begin an Apprenticeship within the Finance Industry - more specifically focusing on Actuarial roles or Accountancy. However, for the present moment, I am looking forward to working with the Sixth Form Leadership team and my fellow peers in order to improve students' experiences at Marling.*

### Charlotte



# A LEVEL SUBJECTS

## ART & DESIGN SUBJECTS

### WHY STUDY ART & DESIGN COURSES?

The art industry is the third largest income generator in the UK and there are numerous possibilities for art-based careers. Many of our students go on to follow courses in non-related art subjects and take with them transferable skills and a greater aesthetic awareness.

At Marling Sixth Form there are five A Level Art & Design related courses to choose from: Fine Art, Graphic Communication, Textiles, Three-Dimensional design and Photography. Each course has its own syllabus. Students choose from a range of themes, use of media and approaches relevant to their chosen specialism. The aim of each Art & Design course is to provide maximum flexibility and will be tailored to meet students' particular strengths and interests. Students can select more than one Art subject.

### COURSE DETAILS

#### EXAM BOARD: AQA

##### Component 1 Personal investigation (60%)

Students will be required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation will be identified independently by the student and will lead to a finished outcome or a series of related finished outcomes. The investigation will be an in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. It will include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials showing clearly their understanding of contemporary or past practice of artists, photographers, designers or craftspeople.

##### Component 2 Externally set assignment (40%)

A separate question paper will be provided for each endorsement on 1st February, or as soon as possible after that date. Each question paper will consist of a choice of eight questions to be used as starting points and students will be required to select one. Preparatory work can be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. Following the preparatory period, students will complete 15 hours of unaided, supervised time.

## FINE ART

Students will produce practical and critical/contextual work in one or more areas of study, for example, drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography.

## GRAPHIC COMMUNICATION

Students will produce practical and critical/contextual work in one or more areas of study, for example, interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.



**Illustration by a former Marling Sixth Form student**

## TEXTILE DESIGN

Students will produce practical and critical/contextual work in one or more areas of study, for example, fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.

## THREE-DIMENSIONAL DESIGN

Students will produce practical and critical/contextual work in one or more areas of study, for example, ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3D digital design.

## PHOTOGRAPHY

Students will produce practical and critical/contextual work in one or more areas of study, for example, portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation).

### CAREERS

Some students choose to study an Art Foundation course and then apply to pursue a degree course. Other students have chosen to apply directly to a degree course. Courses studied have included Architecture, Environmental Design, Product Design, Graphic Design, History of Art, Film, Photojournalism, Fashion and Documentary Photography, and Fashion Design. Leading to jobs within the design, film and photographic industries including Aardman Studios and Lego.

### Entry Requirements

Students are required to achieve at least a Grade 6 at GCSE level in Art and Design, Design Technology or provide a portfolio of work for consideration.

*The Art department at Marling Sixth Form for me was a wonderful experience, the facilities are excellent but for me the most important part was the quality of teaching. For my two years studying Art A Level, I always felt supported in a friendly and professional way, the guidance and personal input from the staff was amazing, helping me to achieve an A\* and a place at my first-choice university.*

**Former Marling Sixth Form student**

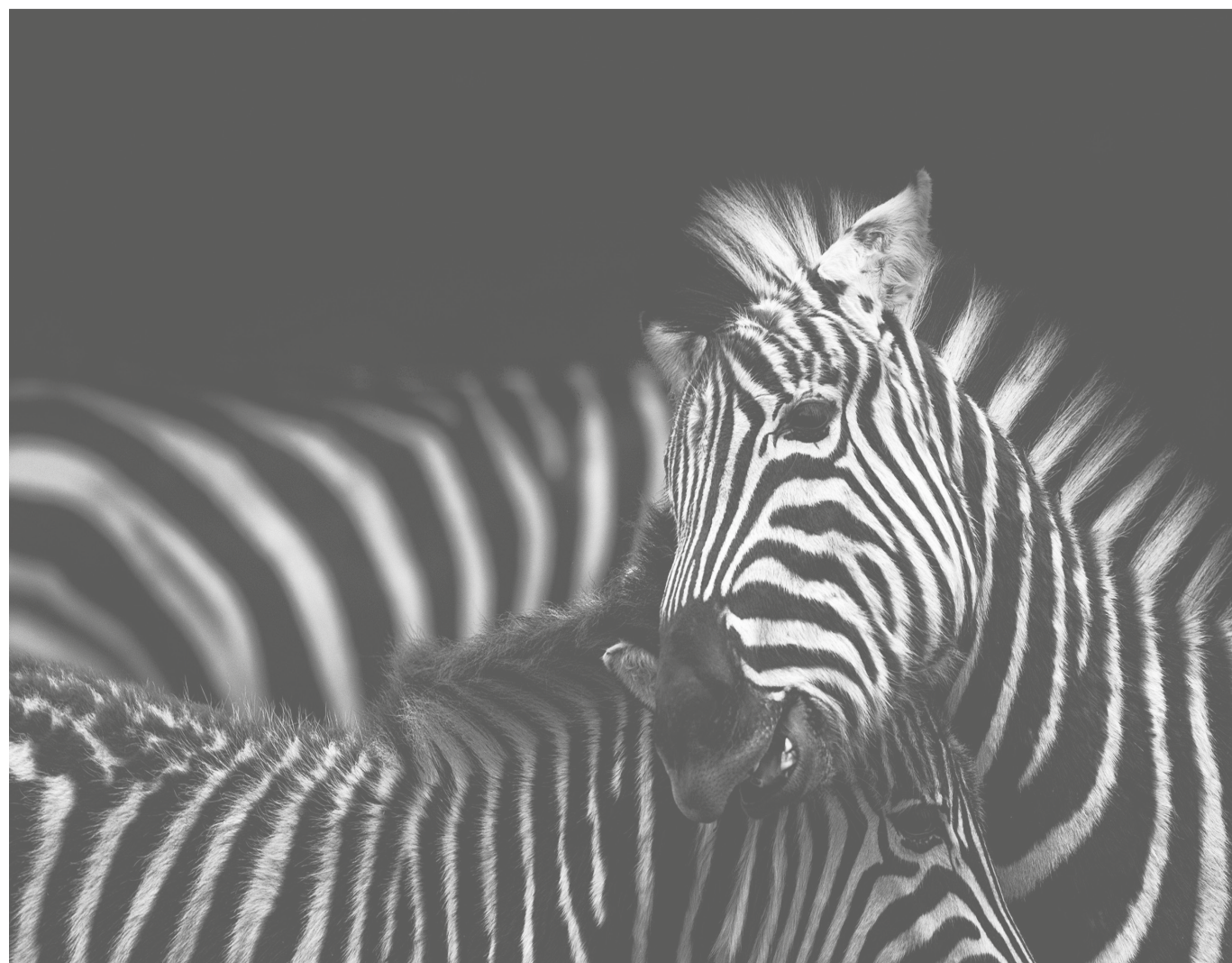


**Artwork by a former Marling Sixth Form student**

*Studying A Level Fine Art and Photography at Marling was great. The guidance and support I received from the teachers helped to improve my predicted grades from a C in Photography and a B in Fine Art to two A grades. The art facilities and resources at Marling are excellent and allowed me to explore a wide range of techniques, process and media in the development of my work.*

**Former Marling Sixth Form student**





**Photographs by a former Marling Sixth Form student**

# BIOLOGY

## WHY STUDY BIOLOGY?

Biology involves the study of a wide range of topics ranging from molecular biology to the study of ecosystems and from microorganisms to mammals. It offers the opportunity to examine the background to areas such as GM foods, conservation of species, cloning, vaccines and 'factory farming'. The skills acquired in the study of Biology equip students for a variety of careers in the health and clinical professions as well as biologically related higher education courses. Other students use Biology as a valuable subject to take them on to a wide variety of other further and higher education courses.

## COURSE DETAILS

### EXAM BOARD: OCR A

The specification is divided into topics, each covering different key concepts of Biology. Teaching of practical skills is integrated with the theoretical topics and they are assessed through the written papers: there is no separate practical exam. Year 12 starts with foundation topics: cell structure; biological molecules; nucleotides and nucleic acids; enzymes; biological membranes; cell division, cell diversity and cellular organisation. Then the course continues to explore topics about exchange and transport and biodiversity, evolution and disease. In Year 13 you will continue to study two further modules about communications, homeostasis and energy and genetics, evolution and ecosystems. Practical work is integrated into the lessons and is teacher assessed. You will be expected to complete a minimum of 12 practical activities to demonstrate practical competence. Performance is reported separately to the A Level grade.

## CAREERS

Previous students who have studied Biology have gone on to specialise in the medical environment pursuing careers in Medicine, Veterinary Science, Physiotherapy, Dentistry, Optometry, Sport Rehabilitation and Forensic Science. Others have pursued degrees in a diverse range of biology focused subjects including Zoology, Marine Biology, Natural Sciences, Biomedical Sciences, Sports Science, Food Science, Physiological Science and Experimental Psychology.

*It is a fantastic opportunity to explore the living world in much greater detail. It covers a range of topics providing an insight into both modern and historic investigations as well as developing a lot of practical skills.*

**Marling Sixth Form student**



## Entry Requirements

*Grade 7 in Biology or Grade 7.7 in Combined Science*

*Applications will be considered from candidates with Grade 6 (or 6/7 in Combined Science). A decision on the offer of a place will be made on review of candidates GCSE UMS score in the subject and their average point score in Science and Mathematics GCSEs.*

*I'm studying Biology because I really enjoyed the subject at GCSE level and after A Levels I want to study Sports Science at Bath. It will really help for my application to university because Biology is very closely linked to Sports Science so will give me the best chance of getting a place.*

**Marling Sixth Form student**



# BUSINESS

## WHY STUDY BUSINESS?

This subject is of general interest and useful for whatever career path you are going to follow, whether in employment or running your own business. You will develop the necessary knowledge and understanding of what business is considering the local, national and international environment in which they operate, and the decision-making processes businesses go through. Business is an ideal preparation for those students wishing to pursue further study in the field of Business and/or Management, either as a main subject in its own right or in combination with other subjects.

You should be competent and comfortable dealing with simple mathematical calculations and the interpretation of numbers and percentages. You should possess, or be willing to develop strong analysis and evaluation skills plus have an interest in business. You do not need to have studied GCSE Business to study this subject

## COURSE DETAILS

### EXAM BOARD: AQA

Examination papers use a variety of assessment styles including multiple choice, short answer, data response, essay and case studies so that students feel more confident and engage with the questions. Real life case studies will be used wherever possible for students to relate to and apply their knowledge and skills developed throughout the course.

## CAREERS

Some students who have completed the Business course have gone on to study the subject at degree level, some choose management courses in specific disciplines including Sport Business Management, Culinary Arts Management, Food and Consumer Management. Others go on to specialise in particular disciplines of Business such as Marketing, Accounting, Finance, Economics, Human Resource Management.

For those students who choose to go into employment or pursue apprenticeships after A Levels, a knowledge of how businesses operate is an advantage. Likewise, if you are thinking of starting up your own business, this subject will give you a good starting point on which to develop your entrepreneurial skills.

*It has been interesting learning a subject that I haven't studied before, especially as it is an extremely useful subject that relates to the real world of business on a local, national and international level. I have learnt a lot since I first started, with a relaxed, fun and efficient learning environment.*

**Marling Sixth Form student**



### Entry Requirements

Standard Marling School Sixth Form entry requirements. Students should achieve a Grade 6 in Business if studied at GCSE.

# CHEMISTRY

## WHY STUDY CHEMISTRY?

Chemistry is a science that unlocks the understanding of the interactions of the universe. Chemistry explores the matter that makes up everything; from the food you love to the products you use on a daily basis, and this field of science is the driving force behind our understanding, innovations and technology. If you enjoyed the subject at GCSE level, this long-established and well-respected qualification can allow progression into a number of industrial careers including the chemical, chemical engineering, materials science and biotechnology as well as a diverse range of fields such as law, geology and archaeology. Chemistry is also an essential for careers in Medicine, Pharmacology and Environmental Science. Chemistry (and other sciences) at A Level will improve your researching, observational, problem solving and analytical skills which are transferable to many different careers and would most certainly improve your employment prospects.



*As aspiring medics, the Chemistry A Level provides an engaging basis of organic and physical chemistry supplemented with fun and challenging practicals. This knowledge and experience has provided us with the fundamental understanding of compounds and mechanisms used in drug delivery and biochemical processes.*

**Marling Sixth Form student**

## COURSE DETAILS

### EXAM BOARD: OCR A

The specification covers a range of topics of academic challenge and practical focus designed to build on GCSE and investigate new skills and chemical ideas. In Year 12, foundation modules are introduced and build upon prior learning from GCSE. These include the Foundations in Chemistry (concepts including: atoms, compounds, molecules and equations; the mole concept; acid-base reactions; and electrons, bonding and structure), the Periodic Table and Energy (concepts including: the periodic table and periodicity; group 2 and the halogens; enthalpy changes and reactions rates and equilibrium) and Organic Chemistry (concepts including: hydrocarbons; alcohols and haloalkanes; organic synthesis and analytic techniques). In Year 13 you will study more in-depth content in modules on Physical Chemistry and Transition elements (concepts including: enthalpy, entropy, free energy, electrode potentials, pH and buffers) and Organic Chemistry and Synthesis (concepts including: arenes, carbonyl compounds, carboxylic acids, amines, polymers, nuclear magnetic resonance and gas chromatography). Practical work is integrated into the lessons and is teacher assessed. You will be expected to complete a minimum of 12 practical activities to demonstrate practical competence. Assessment is exam based in the form of 3 papers at the end of Year 13, and the practical endorsement which is reported separately to the A Level grade.

## CAREERS

Our A Level Chemists have gone on to read for degrees in Chemistry, Bio-chemistry, Chemical Engineering, Medicine, Veterinary Medicine, Pharmacology, Materials Science, Biomedical Science, Natural Sciences and Forensic Science.

### Entry Requirements

Grade 7 in Chemistry or Grade 77 in Combined Science

Applications will be considered from candidates with Grade 6 (or 6/7 in Combined Science). A decision on the offer of a place will be made on review of candidates GCSE UMS score in the subject and their average point score in Science and Mathematics GCSEs.

# COMPUTER SCIENCE

## WHY STUDY COMPUTER SCIENCE?

From Facebook to running nuclear power stations, small 2D retro apps to huge MMO style gaming, Computer Science is at the heart of modern living. With an emphasis on games design, abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, Computer Science opens the door to a wide range of careers and further study. Universities and colleges, IT companies, commerce, the armed services and government services, are all destinations which value an Advanced Level qualification in Computer Science. Roles span technical innovation, management, development, analysis, consultancy, training and research. Employers range from small companies to large multinationals with much scope for work and travel abroad.

## COURSE DETAILS

### EXAM BOARD: OCR H446

Computer Science is a practical and creative subject where learners can apply the academic principles learned in the classroom to real world systems. The year-long project, with a specific focus on games design, is a vital component which is relevant to further education, higher education and the workplace where students can tailor it to suit their own individual needs, choices and aspirations. Through this qualification, students can develop an understanding of and ability to apply the fundamental principles and concepts of Computer Science including: abstraction, decomposition, logic, algorithms and data representation; the ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so; the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology. At the heart of Computer Science lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems.

*The teachers try and do something different and engaging every lesson which keeps the subject content interesting.*

**Marling Sixth Form student**

*The most detailed, interesting, applicable, and sometimes obtuse, A Level.*

**Marling Sixth Form student**

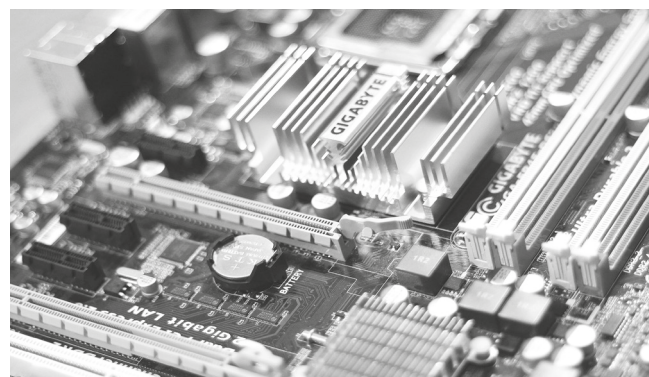
## CAREERS

Students who have studied this subject have gone on to:

- Cyber Security firms such as GCHQ.
- Games Design with small indie companies
- Started their own business
- Developing app for various platforms such as iOS and Android
- Advisory roles in relation to data security and marketing opportunities through social media.
- DNA sequencing
- Geographic modelling of weather systems and impact of plastics.

*Computing has given me the skills and knowledge to go forward in my chosen career path; cyber-security.*

**Marling Sixth Form student**



## Entry Requirements

Grade 6 or above at GCSE level Mathematics and Computer Science, if it was offered as a GCSE option. Prior experience with coding, either through a previous qualification or from relevant practical experience, is highly recommended.

# DRAMA & THEATRE

## WHY STUDY DRAMA & THEATRE?

The creative industry is the fastest growing economic sector in the UK, worth £76.9bn. Drama and theatre is a crucial part of this and this A Level is for students who wish to increase their practical and theoretical understanding of the theatre and of performance. The course has a strong practical element, which is supported by academic written work, both in coursework and examination form. Drama and Theatre A Level suits students who enjoy a mix of individual skill development and also group work. Students can study the course from the perspective of an actor or a designer (lighting, sound, set or costume). Aside from being a course suitable for those who are interested in a career in the creative arts, it complements English Literature, whilst also providing an interesting contrast to less practical subjects. The skills acquired from studying Drama are valuable and transferable to any industry: analysis, evaluation, creative and critical thinking, leadership, communication, team work, and collaboration.

## COURSE DETAIL

### EXAM BOARD: OCR

#### Component 1: Practitioners in Practice

(40% - marked internally, moderated externally)

Students explore the work of theatre practitioners practically and use the skills to create their own piece of devised theatre.

#### Component 2: Exploring and Performing Texts

(20% - marked by a visiting examiner)

Students explore one performance text in its entirety and perform part of the text, apply the relevant skills to communicate the meaning of the text to an audience.

#### Component 3: Analysing Performance

(20% - written examination)

Students practically explore two performance texts from the theme 'Family Dynamics'. In the examination, students write about how these texts can be rehearsed and interpreted in performance, drawing upon their practical exploration.

**Text 1:** Live Like Pigs by John Arden

**Text 2:** A Day in the Death of Joe Egg by Peter Nichols

Students also analyse and evaluate a live theatre performance, therefore, throughout the A Level course, there will be various opportunities to see live performances.

#### Component 4: Deconstructing Texts for Performance

(20% - written examination)

Students will interpret and practically explore a performance text, considering how to create, develop and direct a performance for an audience.

**Text:** Antigone adapted by Jean Anouilh

## CAREERS

Students who have studied Drama & Theatre have gone on to study or work in the following areas:

- Performance: acting, directing, producing, designer of lighting/sound/costume/set
- Teaching and academia
- Drama or English - further studies
- Media,: journalism, news presenting, radio
- Therapist
- Admin and HR
- Marketing
- Events
- Intelligence
- Law

*After having a passion for drama for many years, I chose to broaden my knowledge of the theatre and take Drama at A Level. I loved every minute of my time in the classroom, especially the lessons where we practically explored Drama. The lessons creatively helped me to understand the subject and also gave me a change from sitting down at a desk all day! The skills that I have developed in Drama, such as confidence and being able to react comfortably in new situations, have been, and will continue to be, essential in any environment where I meet new people. This is particularly useful in interviews and for teamwork activities. I plan on using my theatrical skills in the courtroom environment once I qualify as a solicitor.*

**Former Marling Sixth Form student**

## Entry Requirements

Students are required to achieve a Grade 6 or above in GCSE Drama. If Drama has not been studied at GCSE then Grade 6 is required in English Literature.



# DT - PRODUCT DESIGN

## WHY STUDY DT - PRODUCT DESIGN?

Product design provides an opportunity for students to develop their creativity, problem solving and to collaborate with others. Students apply knowledge and understanding to a range of technological activities, leading to a final major 'design and make' assignment of the student's own choosing. The course applies engineering and product design principles from KS4 and encourages students to think laterally to solve real world problems. Skills such as managing deadlines, critical analysis and evaluation, communication and critique of others' design work are developed throughout the programme. Students will consider their responsibility as designers to make inclusive and ecologically sound design interventions and we explore the work of contemporary, as well as up and coming designers through platforms such as the James Dyson Foundation award, blogs and design publications. Teaching takes the form of theory lessons, design workshops, group crits, focussed practical sessions, independent study and workshop practice. We strongly encourage students to use the DT department resources for their work outside of directed study time.

## COURSE DETAILS

### EXAM BOARD: AQA

**Paper 1:** Core technical principles 2.5hrs (30% of A Level)

Paper 2: Designing and making principles 1.5hrs (20% of A Level)

**NEA (coursework):** Practical application of technical principles, designing and making principles (50% of A Level). This is a substantial single design and make task of a functioning prototype.

I decided to study product design because it was a subject that I thoroughly enjoyed at GCSE level, and that I wanted to develop my skills in. It worked well with my other options of Politics and Geography, as it meant I could divide my time between coursework and revision. The course gave me a lot of scope creatively which made it incredibly enjoyable, and along with the support I received I was able to really further my understanding of the subject. The academic aspect of the subject was much more interesting than I had expected, and I have been able to apply much of the information included in the syllabus to industry, other academic studies and general life.

**Former Marling Sixth Form student**

## CAREERS

Students who have studied this subject have gone on to study degree courses in Product Design, Furniture Design, Interior Design, Architecture, Integrated Engineering, Politics, Marketing Communications Management, Business Management, Industrial Design & Technology and Aerospace Engineering. Students have also gone on to secure sought-after Apprenticeships with a variety of engineering companies including Jaguar Land Rover, Renishaw, Dyson, GE Aviation.

### Entry Requirements

Students are required to achieve at least a Grade 6 at GCSE level in a design technology subject, and should be able to communicate confidently using a range of drawing techniques.

I've never experienced a class like this which I genuinely enjoyed and always wanted to attend. The teachers are there for you 100%. They care about you and your interests both within the subject and outside as well as what grades you are getting. I had barely even considered university as an option before as it felt like something for those mainly interested in highly academic subjects. However thanks to the DT staff I was made aware of all the options available to me and they supported me through all the decisions and applications along the way!

**Marling Sixth Form student**

# ECONOMICS

## WHY STUDY ECONOMICS?

Economics is a social science that concerns the fabric of social relations. From the choices available to you on the high street to your career prospects, as well as broad issues such as environmental sustainability and global poverty, an understanding of economic concepts helps us to assess what is happening around us and why. Students with an economics background are employed by the Government, large corporations, charities and research organisations as professional economists. They also enter management in both the private and public sector. Higher education establishments offer a variety of degree courses, from pure Economics to a combination of Economics and many other subjects. Economics forms a major component of many business and accountancy courses and at post-graduate level a qualification in Economics is essential for environmental, social or development studies.

You should be competent and comfortable dealing with mathematical calculations and the interpretation of numbers and percentages. You should possess, or be willing to develop, strong analysis and evaluation skills plus a broader interest in economic issues nationally and globally.

## COURSE DETAILS

### EXAM BOARD: OCR

Before the A Level qualification can be given three mandatory components must be completed at the end of the course, focusing on microeconomics, macroeconomics and themes in economics, with the latter offering an opportunity for students to apply theories and concepts to up-to-date contexts.

The Economics content encourages the students to 'think as economists' and develop the appropriate range of analytical, questioning and reasoning skills to achieve this objective. In addition the qualification will enable learners to develop strong grounding in both microeconomics and macroeconomics, drawing on local, national and global contexts.

I chose economics to gain an insight into the logical and scientific study of the financial and business world. I have enjoyed using the economic models to simulate different situations.

**Marling Sixth Form student**



## CAREERS

Students who have studied this subject have gone on to study degrees related to the areas Business Management and Economics at university. Students have also directly taken up apprenticeships in the financial sector.

Career paths directly related to students who have studied Economics have include: chartered accountancy, business consultancy, retail management and financial services. Students have also found jobs in other fields such as the civil service, local government, armed forces as well as quantity surveying and broadcasting.

### Entry Requirements

Grade 6 or above at GCSE level English Language, English Literature or Humanities subject. A grade 6 or above in Mathematics is also recommended.

# ENGLISH LITERATURE

## WHY STUDY ENGLISH LITERATURE?

An A Level in English Literature is well-regarded by universities and business institutions. It is an ideal complement to all other subjects because it provides analytical and evaluative skills, as well as developing your skills of communication, reflection, forward thinking and creativity. Taking English at A Level and beyond therefore provides you with a skillset that prepares you for the world of work, and offers a variety of career options in both the academic and vocational areas. The breadth of opportunity the course offers allows students who are passionate about reading to engage with a range of texts, from the Victorian Gothic to modern poetry. You will be exposed to new writings, different voices and original experiences by addressing the purpose of literature, its function in society, and its role as an agent of change. Studying English Literature is about: "learning from the past, in the present, for the future. English Literature opens you up to new ways of thinking, reading, and writing" – Professor Katy Shaw.

## COURSE DETAILS

### EXAM BOARD: EDEXCEL

#### Component 1: Drama 30%

Shakespeare: Measure for Measure by William Shakespeare

Other Drama: A Streetcar Named Desire by Tennessee Williams

#### Component 2: Prose 20%

The Supernatural: The Picture of Dorian Gray by Oscar Wilde and Dracula by Bram Stoker

#### Component 3: Poetry 30%

Post-2000 Specified Poetry compared to unseen poetry  
Pre-1900 Specified Poetry from Christina Rossetti

#### Component 4: Coursework 20%

One comparative assignment of 2,500-3,000 words on a topic and two texts of students' own choice.



## CAREERS

Students who have studied this subject have gone on to study/work in the area of:

- Media and journalism (film, television, newspapers, advertising)
- Publishing (traditional and digital publishing, e-books, electronic journals, online magazines, production, editing, marketing, PR)
- Teaching and academia (teaching young children/teenagers/adults, teaching at university level, research your chosen subject area for a university, publish journals and books)
- Advertising and public relations (advertising, marketing, PR, sales)
- Public Sector (civil service, health service, government, police/armed forces)
- Law (barrister, solicitor; admin, research-based, paralegal, legal secretary)

*I chose English Literature as I wanted to expand and develop my expression. It has been really beneficial to me outside of lessons, especially in subjects such as Economics, where I frequently have to write essays.*

**Marling Sixth Form student**

### Entry Requirements

*Students are required to achieve at least a Grade 6 at GCSE level in both English Language and English Literature.*

*I chose English Literature because I enjoyed the GCSE course massively and felt that the skills that the subject develops, such as critical thinking and a greater understanding of the worlds of others, would be useful in both work and social environments in the future. I plan to study English at degree level as the A Level has kept me continuously fascinated, presenting me with a wide variety of texts to be challenged by and to enjoy.*

**Marling Sixth Form student**

# FRENCH

## WHY STUDY FRENCH?

In today's world, students who speak several languages will increase their chances of finding a job, whether at home or abroad. Learning another language enriches the mind and opens up new horizons, both personal and professional.

France, as the world's fifth biggest economy attracts entrepreneurs, researchers and the cream of foreign students. Many multinational companies are using French as their working language. Just have a look at some higher education prospectuses and you will see how many of them combine science, ICT, engineering, management and business studies with the study of French.

Consider the advantages you will have if you have the ability to speak another language, coupled with a sound understanding of the politics and culture of the country or countries concerned. Not just travel companies, but also business, finance, technology, media, creative and science-based professions are all increasingly looking for graduates who can offer a range of skills including language proficiency.

## COURSE DETAILS

### EXAM BOARD: EDEXCEL

**Paper 1:** Listening, reading and translation into English.

**Paper 2:** Written response to film/literary works and translation into French.

**Paper 3:** Speaking.

Four themes are covered throughout Y12 and Y13.

**Theme 1:** Les changements dans la société française

**Theme 2:** La culture politique et artistique dans les pays francophones

**Theme 3:** L'immigration et la société multiculturelle française

**Theme 4:** L'Occupation et la Résistance – France 1940-1950.

Students also study two works of French literature and two French films over the two year course which could include "Intouchables" and "La Haine" as well as the texts "Un Sac de Billes" and "L'Etranger". Alongside lessons students have weekly speaking sessions with the French Language Assistant who helps students to develop their confidence and skill levels in spoken French.

Students are encouraged to participate in self organised work experience through Halsbury Travel and we are also hoping to run a Paris trip dependent on travel post Covid.

## CAREERS

Students who have studied this subject have gone on to study Modern Languages, Arabic and Middle Eastern Studies, French or French in combination with another subject such as Law or Politics. Studying a language opens up a wealth of opportunities.

### Entry Requirements

*Students are required to achieve at least a Grade 6 at GCSE level in French.*

*I chose to continue French at A Level as I believe it will help me in my aspirations to join the diplomatic service. To speak a language fluently has always been a passion of mine.*

**Marling Sixth Form student**



*Being able to speak French is extremely valuable, both for career opportunities and should you wish to travel in the future. My favourite part of A Level French is learning about the culture instead of purely language and grammar at GCSE.*

**Marling Sixth Form student**



# GEOGRAPHY

## WHY STUDY GEOGRAPHY?

Geography is a study of people and their environments. It's a social science that looks at people's attitudes and values; why and how decisions are made in society.

It's also a physical science - thinking about processes that shape our world and how the physical background creates advantages for, and constraints on, how people live.

It is multi-skilled (handling and analysing data, evaluating evidence, drawing conclusions, writing reports) and is topical. It covers what is in the news and looks at them critically, applying theory, science and critical thinking to everyday life.

Because of its breadth, Geography can be taken at university either as a BSc or a BA. It is often available as a joint honours degree, combining with subjects such as development, economics, and environmental and sports sciences.

## COURSE DETAILS

### EXAM BOARD: AQA

A balance is maintained between Physical and Human Geography with an emphasis on the interaction between these and the environment. In Year 12 all students will study Coasts, Water and the Carbon Cycle, and Changing Places. In Year 13 the units are Hazards, Global Systems and Global Governance, and Population and the Environment. Across both years, geographical and general skills are embedded into the course.

And there are field trips! We do 4 days of fieldwork, including residential stays and this leads on to the independent investigation element of the course, a piece of coursework which accounts for 20% of the final grade.

## CAREERS

It can lead to subject-linked career sectors such as town planning, surveying, geology, hydrology, energy, or meteorology, or it can be used as a basis for further training in any subject: marketing, advertising, finance and business, law, journalism, social work and psychology as well as into mainstream sciences, especially on the environmental side. It is highly thought of as a subject by universities and employers when applying for higher education or jobs. According to the UK's Higher Education Statistics Agency (HESA), geography graduates are among the least likely to be unemployed. More than 90 percent are in work or further study within six months of graduating. They are seen as employable due to their combination of transferable skills including problem-solving and critical thinking.

*I've really enjoyed the freedom to explore themes in more depth and bring wider knowledge into coursework and essays - you are encouraged to read around the subject and be inquisitive.*

**Marling Sixth Form student**



*I'm applying for architecture at university and Geography is really relevant because it is a broad subject and can be used in many different fields.*

**Marling Sixth Form student**

## Entry Requirements

*Grade 6 or above at GCSE level Geography. If students have not studied at GCSE level they may still apply for this course, but come and chat with the department initially.*

# GERMAN

## WHY STUDY GERMAN?

It is now commonplace for proficiency in languages to be sought among employers. More and more professions require you to work in a multilingual environment and there are few companies who do not have customers, if not branches, abroad. Just have a look at some higher education prospectuses and you will see how many of them combine science, ICT, engineering, management and business studies with languages. Consider the advantages you will have if you have the ability to speak another language, coupled with a sound understanding of the politics and culture of the country or countries concerned. Not just travel companies, but also business, finance, technology, media, creative and science-based professions are all increasingly looking for graduates who can offer a range of skills including language proficiency. German is the smart choice. Leaving aside the exciting opportunities to live and work in a German-speaking country, the CBI, the UK's premier business lobbying organisation, considers German as one of the most useful foreign languages for organisations in the UK.

## COURSE DETAILS

### EXAM BOARD: AQA

**Component 1:** Speaking (30% of the qualification)

**Component 2:** Listening, Reading and Translation (50% of the qualification)

**Component 3:** Critical and analytical response in writing (20% of the qualification)

There are four main themes:

**Theme 1:** Aspects of German-speaking society  
The changing role of the family, the digital world, new technology, youth culture, music and fashion and T.V.

**Theme 2:** Artistic culture in the German-speaking world  
Festivals and traditions, art and architecture, Berlin's colourful history.

**Theme 3:** Multiculturalism in German-speaking society  
Immigration, integration and racism.

**Theme 4:** Aspects of political life in the German-speaking world  
Germany's role in the E.U., Young people and political issues.  
The reunification of Germany and its repercussions.

We also recap all grammar points from GCSE as well as introducing more advanced grammar points to help you through your A Level studies. We use authentic materials from German media including newspaper and website articles, as well as film and news video clips. Our German assistant will also help you to improve your confidence and ability in spoken German in order to prepare you for the oral exam.

Students will also study one film and one literary text. Recent examples include Goodbye Lenin – a black comedy about the fall of communism, The Lives of Others – an Oscar winning film about the actions of the East German Secret Police. Books have included 'Der Vorleser' (The Reader) by Bernhard Schlink and Die Verwandlung (Metamorphosis) by Franz Kafka

## CAREERS

Students who have studied this subject have gone on to study Modern Languages at Oxbridge, as well as other subjects including International Relations, Business and Finance, International Law, or German as part of a Joint Honours Degree.

## Entry Requirements

*Grade 6 or above at GCSE level German.*





# HISTORY

## WHY STUDY HISTORY?

History is a fascinating subject in its own right – it is about people, so if you find other people interesting, you will find History fascinating. It also helps us make sense of the modern world we live in and has an important contribution to make to life-long learning. It enables you to develop the ability to communicate clearly, synthesise and critically evaluate information – transferable skills which provide an excellent foundation for a number of careers and which are valued by employers. Higher Education institutions welcome historians onto History specific/History-related courses as well as degrees in law, journalism and business.

## COURSE DETAILS

### EXAM BOARD: OCR

Students will study:

**Unit 1:** England 1485–1558: the Early Tudors. The enquiry topic for this unit is on the Mid Tudor Crises 1547–1558.

**Unit 2:** Russia 1894–1941

**Unit 3:** The Middle East, 1908–2011: Ottomans to Arab Spring.

**Unit 4:** 'Topic-based essay.' Unit 4 involves students carrying out an independently researched essay of 3000–4000 words in length. The essay produced will be marked by the teacher(s) and moderated by the exam board (OCR).

## CAREERS

Students who have studied this subject have gone on to study History, combination degrees such as History and Politics, War Studies and History and Archaeology with Forensic Science. In addition History is a sought after qualification when applying for courses including Philosophy, Theology, Law, Politics and International Relations.

*History at Marling has not only inspired me in my academic studies it has also led me into a career that is interesting and I could happily see myself doing for my whole life. I wholly attribute that to the way History was introduced and taught to me through secondary school.*

**Former Marling Sixth Form student**



## Entry Requirements

Grade 6 or above at GCSE level in History, as well as English Language, English Literature or a Humanities subject.

# MATHEMATICS

## WHY STUDY MATHEMATICS?

You may wish to consider the continued study of Mathematics because you enjoy logical thinking, want to find out more about how Mathematics is used in the real world, derive satisfaction from problem solving or wish to delve deeper into the mathematical ideas introduced at GCSE level. Mathematics complements a vast number of other subjects as well as being an important qualification in its own right and is an essential qualification for some career and higher education opportunities. A good grade can lead to a wide range of mathematical subjects at higher education and supports scientific and technical subjects which always have a mathematical component.

## COURSE DETAILS

### EXAM BOARD: EDEXCEL

A Level Mathematics consists of three elements, pure mathematics, mechanics and statistics. Pure mathematics develops aspects of the subject already met at GCSE, such as quadratic equations, coordinate geometry and trigonometry, while introducing new fields such as calculus and logarithms. The statistics content combines more sophisticated ways of interpreting and processing data, such as linear regression and standard deviation, with an extension of the fundamentals of probability that were introduced at GCSE. Meanwhile mechanics covers the use of the formulae for uniform acceleration, in conjunction with the application of Newton's laws of motion. All three aspects are covered in Year 12 before being re-visited in greater depth and complexity in Year 13.

# FURTHER MATHEMATICS

Strong mathematicians can finish with two A Levels – one in Mathematics and the other in Further Mathematics. Further Mathematics students will be taught in a separate group from the single Mathematics students, thus allowing for a pace of learning more suited to this extra course. Studying for this additional qualification will allow students to gain greater breadth and depth of knowledge and understanding of the subject. Clearly this 'double' qualification is an extremely powerful one for those strong enough mathematically to study it. Although it is rarely a stated requirement for entry to courses in higher education it is highly recommended that students have studied it if they intend to study Mathematics,

Engineering or certain scientific courses at some universities. Indeed, some students may find themselves at a disadvantage if they apply for such courses without having studied Further Mathematics at A Level.

## CAREERS

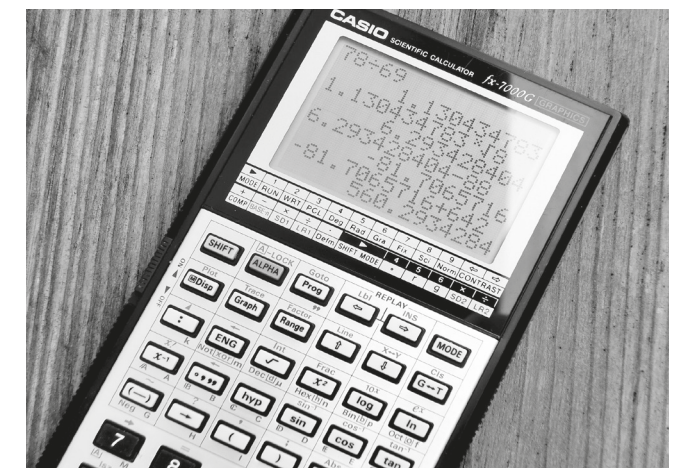
Students who have studied these subjects have gone on to do a wide variety of courses using Maths and Further Maths. These include Maths, Mechanical Engineering, Mathematics and Statistics, Civil Engineering, Computer Science, Economics, Theoretical Physics, Natural Sciences, Aerospace Engineering, Astrophysics & Cosmology. This can lead to a variety of careers, such as Engineering, Accountancy, Actuary, Banking, Computing, to name a few.

## Entry Requirements

*Students are required to achieve a Grade 7 or above at GCSE level Maths. If students are wishing to pursue Further Maths, they must achieve a Grade 8 or above in GCSE Maths.*

*I love Mathematics because of its logic and rigour. It allows you to express almost any concept in a unique 'mathematical way.' I feel Marling has always had a strong maths department and since I have enjoyed maths and the teaching here since I arrived, I naturally wanted to take Maths and Further Maths at A Level to learn more about the subject. Marling has no doubt enhanced my interest in Maths and I now hope to study it at university. The teachers are extremely friendly and always happy to help, even with questions beyond the spec.*

**Marling Sixth Form student**





# MUSIC

## WHY STUDY MUSIC?

A Level Music is aimed at students who wish to (i) develop their skills and understanding of music, (ii) study music or a combined arts subject in higher education and pursue a vocation in music and/or the arts or (iii) who wish to broaden their experience and deepen their understanding of both live and recorded music as part of lifelong learning. This course can lead to the study for a BMus or BA in Music or a combined arts course. Students who are particularly gifted instrumentalists or singers (Grade 8+) could apply for a performing course at one of the conservatoires of music such as The Royal Academy of Music or The Guildhall School of Music.

## COURSE DETAILS

### EXAM BOARD: WJEC EDUQAS

The WJEC Eduqas specification is designed to allow learners to pursue their own musical interests. Students will develop skills in the three distinct but related disciplines of performing, composing, and appraising, whilst having flexibility to specialise in either performing or composing. Learners may choose to apportion 10% of their assessment to either performing or composing as an in-depth study.

**Appraising music (40%)** - The examination will test students' listening skills, analysis skills and their contextual understanding of music they have studied. All students will study the development of the symphony, which will include two set works from the Western Classical Tradition, as well as other symphonic examples from 1750 - 1900. Students will also study music from two further areas of study: (i) Musical Theatre; (ii) Into the Twentieth Century (which will include two further set works). Students will be required to listen attentively to unfamiliar music from all the named artists/composers in their selected areas of study to identify and accurately describe musical elements and use musical language (including staff notation).

**Performance (25% or 35%)** - Solo and/or ensemble performing as an instrumentalist or vocalist. A minimum of ten minutes of performance in total is required (no more than twelve minutes). This component is externally assessed by a visiting examiner.

**Composition (25% or 35%)** - Students are required to produce two compositions and the combined submission must total a minimum of four minutes and must not exceed six minutes.

**Composition 1:** Composition to a brief set by the exam board based on the Western Classical tradition.

**Composition 2:** Free composition for which students set their own brief.

## CAREERS

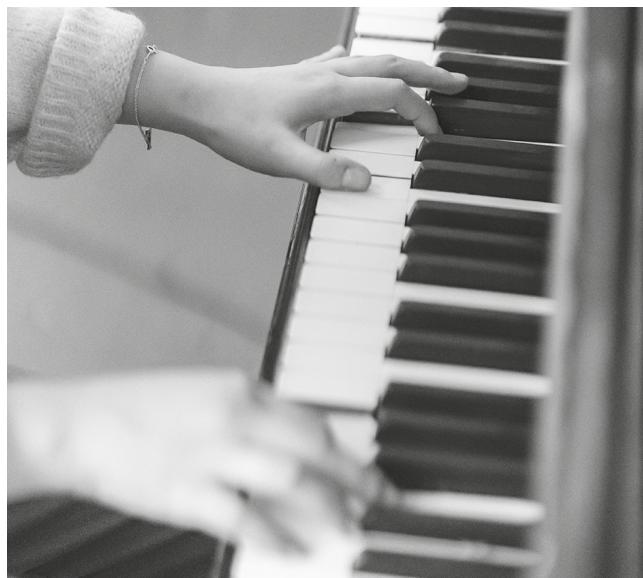
Students who have studied Music have gone on to study undergraduate courses at Oxford, Durham, and Bristol universities, while other students have pursued an undergraduate performing course at a Music Conservatoire such as the Royal Welsh College of Music and Drama.

### Entry Requirements

Students are required to achieve a Grade 6 or above at GCSE level Music. All are expected to have achieved a level of performing on one instrument/voice to a standard equivalent to a good pass at ABRSM Grade 5. Students should be able to read music notation fluently (both treble and bass clefs).

*Choosing to take Music A level has helped me to develop into a more analytical and critical musician and is the perfect gateway to a career in Music.*

**Marling Sixth Form student**



*Music is my passion and studying at Sixth Form enables you to fulfil and realise your potential with incredibly helpful and experienced teachers who are really invested in your future.*

**Marling Sixth Form student**

# MUSIC TECHNOLOGY

## WHY STUDY MUSIC TECHNOLOGY?

Music Technology is aimed at students who are interested in creating, capturing and manipulating modern music. Students develop their skills and understanding in music sequencing and music recording techniques and can progress to study music, music technology, popular music or a combined arts subject in higher education. The course is ideal preparation for students wishing to pursue a vocation in music technology, broadcasting and/or the arts and who wish to complete a complementary subject within their Sixth Form programme of study.

## COURSE DETAILS

### EXAM BOARD: EDEXCEL

**Component 1:** Recording (Externally assessed, 20% of the qualification)

Content overview: Production tools and techniques to capture, edit, process and mix an audio recording.

**Component 2:** Technology-based composition (Externally assessed - 20% of the qualification)

Content overview: Creating, editing, manipulating and structuring sounds to produce a technology-based composition.

**Component 3:** Listening and analysis (Written examination 1 hour 30 mins long - 25% of the qualification)

Content: Knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings supplied by the examination board.

**Component 4:** Producing and analysing (Written/practical examination 2 hours 15 mins long - 35% of the qualification)

Content: Knowledge and understanding of editing, mixing and production techniques, to be applied to unfamiliar materials provided by the examination board in the examination.

## CAREERS

Students who have studied Music Technology have gone on to study Music Business, Music Production, Sound Production, Popular Music, Music Journalism, Music and Sound Production Technology and Music Performance. Job roles relating to this course of study include musician, sound technician, sound engineer, music therapist and music teacher.

### Entry Requirements

Standard Marling School Sixth Form entry requirements.

*I chose Music Technology as I wanted to learn how to record and produce music. Since Year 12, I have recorded and produced dozens of arrangements and compositions.*

**Marling Sixth Form student**



*Music Technology has allowed me to expand my knowledge of music and become a more critical listener by developing my hearing beyond what I would have imagined.*

**Marling Sixth Form student**

# PHILOSOPHY, ETHICS & BELIEF (LEADING TO A LEVEL IN RS)

## WHY STUDY PHILOSOPHY, ETHICS & BELIEF?

Philosophy, Ethics and Belief is a subject that gives students the opportunity to develop thinking skills, analysis and the ability to produce and assess a balanced argument. It improves language skills and enables an appreciation of objective concepts and individual opinions. This subject allows for a variety of skills to be developed appropriate for careers in fields such as journalism, law, medicine, media, the police force, teaching, psychology, designing and charity work.

## COURSE DETAILS

### EXAM BOARD: EDEXCEL

#### Component 1: Philosophy of Religion

In this unit, students focus on key philosophical questions such as the exploration of the nature and influence of religious experience in philosophical thought. They also consider the place of evil and suffering in the world, and ask whether it is ever possible to successfully talk about God. Other elements of the unit involve addressing key philosophical issues, influences and developments as well as individual philosophers.

#### Component 2: Religious Ethics

This unit sees the students exploring the intricate links between religious and philosophical belief, and ethical behaviour. Significant ethical theories such as utilitarianism, situation ethics and natural moral law are debated and applied and practical issues such as War and Peace and Sexual Ethics are considered. The language of ethics, such as what we mean by 'good' and 'bad' is studied alongside a focus on key ethicists and their particular theories. The ever-popular topic of medical ethics will engage many students as will a focus on some of the more prominent developments in ethics of the last few years.

#### Component 3: Study of Belief - Buddhism

Students focus on the religion of Buddhism. They will be asked to look at religious beliefs, values and teachings, sources of wisdom and authority, and practices that have shaped and expressed religious identity as a Buddhist. Also explored are the social and historical developments as well as a comparative study of two Buddhist scholars. The students will also be aiming to show understanding of Buddhism in the context of key societies.

## CAREERS

Students who have studied this course have gone on to study Human, Social and Political Sciences (HSPS), Politics and Philosophy; Philosophy and Theology; Philosophy and Psychology; Philosophy, Politics and Economics (PPE). Careers have included working in law, the civil service, health service and local government offices. The subject also lends itself to careers in journalism, publishing, charities, banking and insurance, accountancy and recruitment and indeed many more roles that require working with the public.

*The subject support was incredible and I loved the mixture of Philosophy, Ethics and Buddhism.*

**Former Marling Sixth Form student reading HSPS at Cambridge**



*I have enjoyed every moment of Philosophy and I'm doing it now at university because of the brilliant teaching and support I got at Marling.*

**Former Marling Sixth Form student reading Classical Studies at University of Bristol**

### Entry Requirements

Students are required to achieve Grade 6 or above at GCSE level in either Religious Studies, History, English Language or English Literature.

# PHYSICS

## WHY STUDY PHYSICS?

Physics stands at the forefront and cutting edge of science, attempting to discover answers to some of life's biggest questions, such as, what is matter made from? And what is the nature of the universe?

Physics is also at the heart of engineering, underpinning our future technological development, with applications ranging from spacecraft design, motor sport, renewable energy infrastructures, robotics, and civil engineering.

A Level Physics will build on your GCSE Physics knowledge, developing your understanding to be able to explore fundamental Physics topics and how everything in the world around you involves Physics.

## COURSE DETAILS

### EXAM BOARD: OCR SYLLABUS A

The first year consists of four modules:

- development of practical skills in physics
- foundations of physics
- forces and motion
- electrons, waves and photons

The second year consists of some further development of the first year units and two further modules:

- the Newtonian world and astrophysics
- particles and medical physics.

## CAREERS

Students who have studied this course have gone on to study Mechanical Engineering, Applied Physics, Physics with Theoretical Physics, Astrophysics and Astronomy, Mathematical Physics, Architecture, Aerospace Engineering, Natural Sciences, Geophysics and Electrical and Electronic Engineering.

*I chose Physics because everything in the world around us is reliant on Physics, it's enjoyable and facilitates many careers.*

**Marling Sixth Form student**

*I took A Level Physics because it is an extremely interesting subject and the reasons behind why things happen and how they work intrigues me. I also enjoy applied maths as it is both a challenge and a very useful skill to possess going into the world of work.*

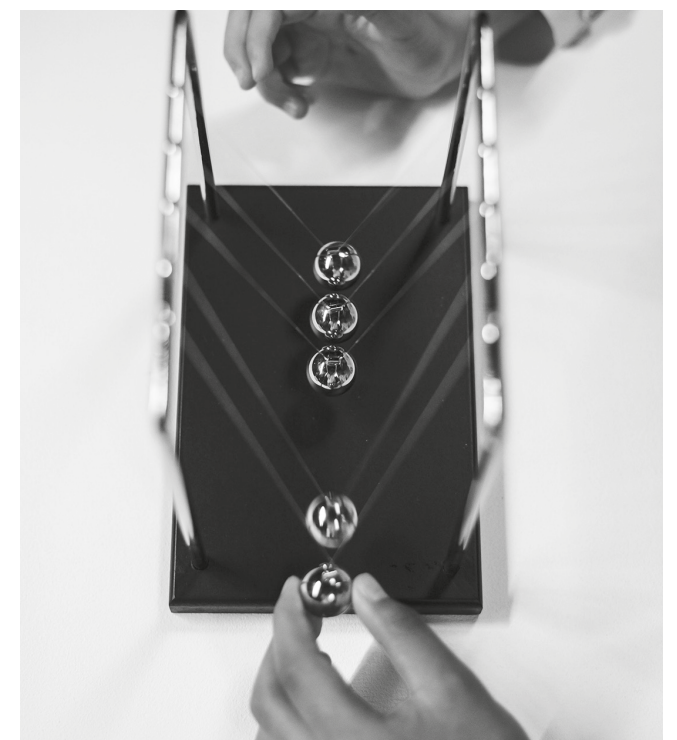
**Marling Sixth Form student**

### Entry Requirements

Grade 7 in Physics or Grade 77 in Combined Science and Grade 7 in Mathematics

Applications will be considered from candidates with Grade 6 in Physics or Mathematics (or 6/7 in Combined Science). A decision on the offer of a place will be made on review of candidates GCSE UMS score in the subject and their average point score in Science and Mathematics GCSEs.

Whilst studying A Level Mathematics alongside A Level Physics is not a requirement, it is strongly recommended.





# POLITICS & GOVERNMENT

## WHY STUDY POLITICS?

'Politics is too serious a matter to be left to the politicians.'  
Charles de Gaulle.

Studying Politics makes us understand our modern world. It is important as citizens of our society that we need to understand political beliefs and become lifelong participators in the British democratic process. It is also important to understand the political decisions that are made and the effect this has on our lives. As students, studying Politics offers so many transferable skills to areas of employment. Skills such as analysis, debate, synthesis and evaluation are what employers are looking for in our modern world. The fact that Politics is not a static subject also means that we always have up-to-date source material at our finger tips making it easy to bring this subject to life.

And, what a time to studying Politics here at Marling. Where does our nation stand at the end of the COVID pandemic? What has the pandemic exposed? Why can the government impede on our Civil Liberties at a time of national crisis. How do we pay back Sunak's spending? What does America's future hold under Biden? How can we solve our climate crisis?

## COURSE DETAILS

### EXAM BOARD: EDEXCEL

**Component 1** - UK Politics – Written examination: 2 hours worth 33.3%

Democracy and participation, political parties, electoral systems, voting behaviour and media. Political ideas of Conservatism, Liberalism and Socialism and Nationalism are also studied.

**Component 2** - UK Government – Written examination: 2 hours worth 33.3%

The Constitution, Parliament, Prime Minister and Executive and relationships between branches. Students also study a political ideas unit.

**Component 3** - US politics – Written examination: 2 hours 33.3%

US Constitution and Federalism, US Congress, US Presidency, US Supreme Court and Civil Rights, Democracy and Participation.

## CAREERS

Students who study politics embark on careers in Government: Lobbyists, Campaign Managers, Politicians, and in other areas: Business Experts, Market Researchers, Law, Journalism and Project Management. Some go on to work in charitable organisations, international relations or for peace keeping forces.



### Entry Requirements

Students should have achieved Grade 6 in a humanities subject if taken, or if not taken, a Grade 6 in English Literature.

*Politics is all around us and helps us make sense of everyday life and society. Studying Politics has really helped me to consider, as well as challenge, my own viewpoints and has been a great stepping stone to reading Law next year.*

**Marling Sixth Form student**

# PSYCHOLOGY

## WHY STUDY PSYCHOLOGY?

Psychology is a fascinating area of study. It will help you understand human behaviour and the mental processes and allow you to better understand how we think, feel and act.

Psychology offers the ability to understand moral, ethical, social and cultural issues. It is about you, the people around you and differences that exist in different people which will benefit you personally, socially and in any job that requires you to interact with or understand other people.

The study of psychology develops a wide range of transferable skills including interpersonal skills, the ability to research, analyse and interpret data and critical thinking.

## COURSE DETAILS

### EXAM BOARD: AQA

#### Introductory Topics in Psychology:

- Memory (remembering, forgetting & eye witness testimony)
- Attachment (how bonds are formed & their impact on later life)
- Social influence (conformity, obedience & independent behaviour)
- Psychopathology (Depression, OCD & phobias)

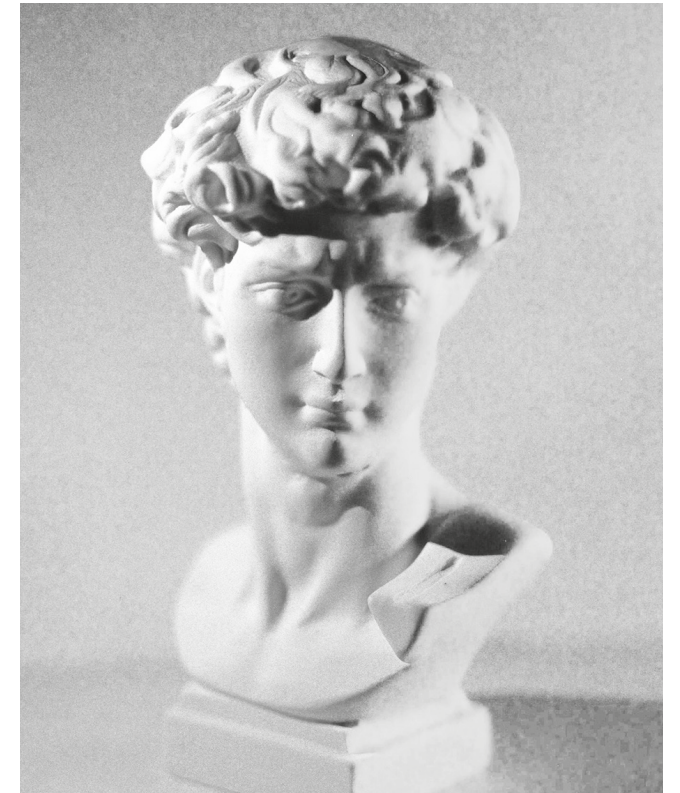
#### Psychology in Context:

- Approaches to psychology
- Biopsychology
- Research methods

#### Issues and Options in Psychology:

- Issues and debates in Psychology
- Relationships
- Eating behaviour
- Forensic psychology

Students sit three written papers covering the content from introductory topics in psychology and psychology in context and issues and options in psychology.



## CAREERS

Psychology is ideal if you have an interest in helping or caring professions, counselling, nursing or occupational health. Psychology can be useful for anyone wanting to work in jobs that involved organising people, whether that be in management, training or teaching.

Some of our previous Psychology students are now studying on degree courses in Psychology, Forensics, Criminology, Law, Social Work, Medicine, Nursing, Philosophy, International Relations, Business Studies and Management, Sport and Physiotherapy.

### Entry Requirements

Standard Marling School Sixth Form entry requirements apply. Students should achieve a Grade 6 or above in Psychology if taken at GCSE.



# SOCIOLOGY

## WHY STUDY SOCIOLOGY?

“The fascination with Sociology lies in the fact that its perspective makes us see in a new light, the very world in which we have lived out whole lives” Peter Berger

By studying Sociology you develop critical analysis and evaluation skills, increase your confidence in class discussions and debates, develop your writing and literacy skills. You will be able to share your points of view and opinions with others and realise that ‘things are not always as they seem!’

To study Sociology you need to have an interest in society and culture as a whole, locally, nationally and globally. You will need to have an open mind and the ability to debate, criticise and share your point of view and opinions. You will also need to have an interest in why things happen.

## COURSE DETAILS

### EXAM BOARD: AQA

Students studying Sociology will study the following topics:

- Families and households
- Global development
- Crime and deviance
- Education
- Theory and methods
- Methods in the context of education

Assessment is by examination at the end of the two year course.

## CAREERS

There are a variety of university courses that follow on from Sociology A Level. These include Sociology, Criminology, Social Policy, Gender Studies, Social Anthropology or any Social Work field.

The chief concern of Sociology students is people and, therefore, jobs in the police force, market research, retail management, disability advising and the civil service are all areas into which Sociology students may choose to go. The qualification also lends itself to careers in nursing, teaching, youth and community work, counselling and social work.

### Entry Requirements

Standard Marling Sixth Form entry requirements apply. Students should achieve a Grade 6 in Sociology if studied at GCSE.



# SPANISH

## WHY STUDY SPANISH?

In Europe, Spanish is the second most popular second language, after English. With some 400 million speakers, Spanish is the fourth most commonly spoken language in the world. The sheer number of Spanish speakers and their rate of growth makes learning Spanish a smart choice. In addition, it is now commonplace for proficiency in languages to be sought among employers. More and more professions require you to work in a multilingual environment and there are few companies who do not have customers, if not branches, abroad. Just have a look at some higher education prospectuses and you will see how many of them combine science, ICT, engineering, management and business studies with languages. Consider the advantages you will have if you have the ability to speak another language, coupled with a sound understanding of the politics and culture of the country or countries concerned. Not just travel companies, but also business, finance, technology, media, creative and science-based professions are all increasingly looking for graduates who can offer a range of skills including language proficiency.

## COURSE DETAILS

### EXAM BOARD: AQA (TBC)

**Paper 1:** Listening, reading and translation into English.

**Paper 2:** Written response to film/ literary works and translation into French.

**Paper 3:** Speaking.

The main themes covered throughout Y12 and 13 are:

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society

Students also study a work of Spanish literature and a Spanish film over the two year course which could include Maria, llena eres de Gracia, Laberinto del Fauno and Como Agua para chocolate. Alongside lessons students have weekly speaking sessions with the Spanish Language Assistant who helps students to develop their confidence and skill levels in spoken Spanish.

For the last three years Marling School has developed a new trip visiting Cadiz in Spain which includes language lessons and cultural visits. Y12 are encouraged to attend as the trip has a fantastic effect on students' language acquisition and cultural appreciation. We also facilitate a work experience for students who wish to be fully immersed in the culture and language. This is obviously travel dependent post Covid.

## CAREERS

Students who have studied this subject have gone on to study Modern Languages, Arabic and Middle Eastern Studies, Spanish or Spanish in combination with another subject such as Law or Politics. Studying a language opens up a wealth of opportunities.

*I chose Spanish because the language represents over 15 countries, an amazing and adventurous history and incredible literature such as that of Lorca. Spanish is my passion and that is why I chose the subject.*

**Marling Sixth Form student**

### Entry Requirements

Grade 6 or above at GCSE level Spanish.



*I love the atmosphere in Spanish lessons; everyone just gives it a go and no one cares if you're wrong. I want to make documentaries in the future and being able to speak Spanish will be extremely helpful. I love Spanish!*

**Marling Sixth Form student**



## SPORTS SCIENCE (PHYSICAL EDUCATION A LEVEL)

### WHY STUDY SPORTS SCIENCE?

If you enjoy Physical Education and sciences, this is a great blend of both. You will examine the science behind performances, the impact of psychology upon performers and open up the world of sport. With the chance to perform or coach a sport, Physical Education provides an excellent platform. Students receive a well-rounded and full introduction to the world of Physical Education, sport and sports science from which to build on to move into higher education, employment or further training. Physical Education develops skills for a modern world. Students develop a range of practical skills such as dealing with pressure, decision making, analysing and evaluating live performance.

### COURSE DETAILS

#### EXAM BOARD: AQA

Physical Education qualifications allow students to play to their strengths and gain dynamic theoretical and practical skills for further education or work. The A Level Physical Education specification content is divided into components: 'Factors affecting participation in physical activity and sport' and 'Factors affecting optimal performance in physical activity and sport'. These overview topics are then broken down further into studies of: applied anatomy and physiology; skill acquisition; sport and society; exercise physiology; biomechanical movement; sport psychology and the role of technology in physical activity and sport. These components are assessed through examinations. There is also a practical element to the qualification worth 30% of the final A Level grade. Students are assessed as a performer or coach in the full-sided version of one activity and then give a written/verbal analysis of performance.

### CAREERS

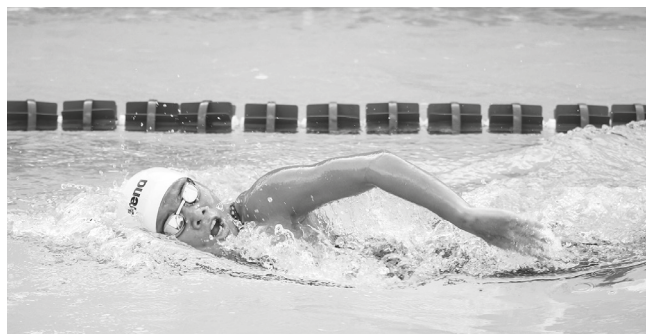
Students who have studied this course have gone on to study Sports Development, Physiotherapy, PE teacher, Sports Business Management, Events Management, Sport Rehabilitation, Sports Journalist, Sports Coaching and Sports Science.

*I took this A Level as I had studied GCSE Physical Education and enjoyed the theory side of it as I could apply it to my sport of triathlon. In A Level, I have enjoyed the precision and detail of the theory work, allowing me to link it to my sport more closely and feel like I have a more complete understanding of the course as a whole; from the muscles/bones in anatomy & physiology to the reason we experience different emotions while performing in sport - in sport psychology. Now, I'm looking forward to applying my knowledge I've gained to a sport and exercise degree at university, whilst also progressing my own sports performance.*

**Marling Sixth Form student**

#### Entry Requirements

Standard Marling School Sixth Form entry requirements.  
Students should achieve a Grade 6 in PE if studied at GCSE.  
Students should be of the standard to compete beyond school level for at least one sporting discipline.



*I took PE because I really enjoyed GCSE PE and sport in general and I knew I would enjoy looking into it in much more detail. I've really enjoyed learning about the different psychological theories and learning the anatomy and physiology of our bodies and how certain systems work together in our bodies. I will use the course in the future when I (hopefully!) study Physiotherapy at University, especially the anatomy and physiology but also the psychology - understanding why we feel certain ways/do certain things.*

**Marling Sixth Form student**

## BREADTH OPTIONS

### CLASSICAL CIVILISATION (AS LEVEL AVAILABLE)

"Classical Civilisation focuses on the civilisations of Greece and Rome, and is a wide ranging subject involving the study of literature, material culture, ancient thought and ideas, and the ancient historical context. You don't need to know any languages, all the texts are in translation, and it doesn't matter if you haven't studied the Greeks and Romans since primary school; all you need is an interest in the ancient world and its cultures. From women in the ancient world, to the study of religious beliefs and ancient acts of intolerance, Classical Civilisation involves interesting discussions that are directly relevant to today's world" Peter Jones: Classics for All.

Classics is about the whole of life in the ancient world; the History, the Art, the Literature, and it combines all of these things into one amazing subject.

#### COURSE DETAILS - EXAM BOARD: OCR

**Paper 1:** The World of the Hero

**Paper 2:** Greek Theatre and Imperial Image

The World of the Hero is a study of The Odyssey and the epic journey of Odysseus from the Battle of Troy, back to his home to Ithaca. This part of the course is very similar to studying English literature in terms of its literary analysis and study of characterisation and themes. It will however be set in a world of mythical creatures and epic heroes which has impacted literary and artistic oeuvres ever since its first telling.

For the theme of Greek Theatre and Imperial Image, we will be focusing our studies upon the image of the Emperor Augustus and how he was a master of marketing and PR. We will study the main events in his life and times by studying poetry, inscriptions, biography, works of art, architecture and coinage from the period. This unit fits very well with those with an interest in history and politics in particular.

### CAREERS

Classical Civilisation can lead on to a host of degree and career options, the obvious being Classics. However, it also compliments futures in English, drama, journalism, history of art, politics and philosophy, history, law and languages. By studying Classical Civilisation, you not only acquire specific Classical knowledge, but also important transferable skills such as analysing sources and developing independent, critical and evaluative approaches. You learn to formulate and support an argument and develop a valuable understanding of cultures very different to your own.

## CORE MATHEMATICS

The ability to think and reason mathematically is a skill that permeates many aspects of our lives, as well as providing a foundation for success in a number of different A Level and degree courses. The Core Mathematics breadth option has been developed to cater for this very fact. Whether you would like to continue your study of mathematics to support your other A Level subjects, or you simply wish to continue your study of mathematics to increase the range of future options available to you, then this could be the course for you.

During the course you will cover key concepts such as proportional reasoning, graphical techniques and statistical methods, all of which will aid your progress in subjects such as the sciences, geography, business and psychology. Although there is no requirement to take this qualification as part of the course you will have the option to do so. This is a qualification that carries UCAS points and is increasingly being valued highly by a number of universities, to the point where some are beginning to give reduced offers to students with a high grade in it. There would therefore be a number of potential benefits to having this qualification on your curriculum vitae.

# CREATIVE WRITING

## WHY STUDY CREATIVE WRITING?

Enhancing our appreciation of the process and crafting of creative writing opens up our understanding of the world. The course focuses on the development of your deeper understanding of the craft and contexts of writing creatively. You will produce a varied portfolio of work for final publication. You will become part of a critical circle that constructively works to evaluate peers' work.

The course will encompass learning across a variety of elements of the creative writing process, including: development of ideas, reviewing and editing work, use of dialogue and plot, writing for different creative formats. Workshops and guest writers will assist in the production and discussion around the production of the final portfolio.

## COURSE DETAILS

The course is linked to the Apprentice of Fine Arts (AFA) - Creative Writing. This is a Writer's Examination Board AS/A2 Qualification. Students will produce a Writing Portfolio (60% of the final assessment mark), and sit two examinations (40% of the final assessment mark). Regular writing, critically engaging with suggested reading and sharing/criticising your own writing form the heart of the course.

This work will be published across the various school platforms and publications, and will be submitted for publication in a variety of publications and magazines.

## CAREERS

Students who have studied in this subject have gone on to study/work in the area of:

- Media and journalism (film, television, newspapers, advertising, gaming)
- Publishing (traditional and digital publishing, e-books, electronic journals, online magazines, production, editing, marking, PR)
- Teaching and academia (teaching young children/teenagers/adults, teaching at university level, research your chosen subject area for a university, publish journals and books)
- Advertising and public relations (advertising, marketing, PR, sales)
- Other examples: freelance writing, lexicography, interpretation/translation, therapy, psychology. And, of course, writing – whether that be novels, short stories, travel writing, blogger, columnist or playwright.

# EPQ

Ever wished you could set your own research question and focus on what you think is great? The EPQ allows you to do exactly that as it is an accredited course, worth up to 28 UCAS points that is highly valued by many universities. It is an extended exercise using in-depth research and analysis based around a topic of your choosing. The project has a large focus on independent learning and will result in you producing either a dissertation or an artefact (e.g. piece of art, computer game or realised design). Students are allocated a supervisor who oversees the project and meets with you for one hour a week. The project is graded A\*-U. Any topic can be chosen as the focus of the project as long as it does not repeat any aspect of A Level subject syllabi. You can choose a subject that relates to a university course or career path you are interested in, and acquire useful knowledge that could help in interview and applications later down the line. As well as you gaining very useful HE study skills, some universities (eg Bath, Southampton, Lancaster, Liverpool etc) give an alternative offer which is one A Level grade lower plus a grade A in the EPQ, for example the offer would be A\*AA or AAA plus A in the EPQ.

# GEOLOGY (AS LEVEL AVAILABLE)

This interesting and well respected science subject is the perfect accompaniment to A Level Sciences and Geography.

Geology is an investigative science. Through hands-on sessions with specimens, and field work opportunities, you will learn how to decipher the dynamic history of the Earth.

We will follow the OCR, AS Level Geology course which integrates practical skills with the theoretical topics. This course has also been designed specifically by OCR to compliment the other A Level Science subjects that we teach at Marling. Should you choose to carry your interest further into Year 13 and complete the AS exam, this subject is worth 20 UCAS points.

The main units of study are: Practical techniques, Volcanic processes, Mineralogy, Palaeontology, Sedimentary processes and Tectonics.

Future pathways are excellent for Geologists. This subject will stand out in university applications and give you a head start on any future study of Earth or Environmental Sciences.

If you like the challenge of problem solving, are interested by the natural world and enjoy a scientific approach, then Geology is for you.

# FASHION & TEXTILES

## WHY STUDY FASHION AND TEXTILES?

Textiles education is an essential part of today's curriculum. Not only does it provide students with an understanding of different textile materials and techniques, but it also offers practical skills that can be applied in various industries. The purpose of this breadth option is to provide a tailored, personalised textiles educational course providing the skills, experience and equipment for students to develop their learning to suit their own chosen direction within Fashion. The course also exists to ensure that students who wish to go onto study fashion are able to develop a competitive and experimental portfolio for their applications and have the confidence in the making skills to apply for specific fashion courses. There may be the opportunity to undertake an AS Art Textiles qualifications with this breadth option should you want to.

Objectives of the course:

- Demonstrate an understanding of various textile materials, including natural and synthetic fibres and their properties.
- Use various textile techniques such as weaving, dyeing, printing and embroidery to create textile products.
- Understand the role of technology in the textiles industry and how it can be used to innovate textile production.
- Develop design concepts and translate them into practical textile products.
- Understand the business aspect of the textiles industry, including production, marketing and sales.
- Confidently produce and add to a creative portfolio.

Most of our students choose to spend more time in the department than what the course provides, and this is supported and encourages to develop skills and confidence when applying for fashion courses. This breadth option also gives the opportunity to enter Junk Couture, a fashion competition Marling School has historically had lots of success with, with previous students reaching the London and World Finals.

There are no specific entry requirements, however, you must have a passion for developing your skills in textiles. With a cap on numbers, priority will be given to students who wish to apply for Fashion courses, either in design or editorial areas.



# GOLD DUKE OF EDINBURGH AWARD

For the past seven decades, The Duke of Edinburgh Award has inspired and transformed the lives of millions of young people from all walks of life. From volunteering to physical activities, life skills to expeditions, achieving a DofE Award is a passport to a brighter future, valued by employers and universities.

The Gold Duke of Edinburgh Award is offered to students from Year 12. It is important to note however that you DO NOT need to have done any previous levels to be able to take on the GOLD award; it simply means you will need to continue one of your activities for a further 6 months (18 months total).

If you choose Gold DofE as a breadth subject you attend a formal lesson one hour a week and this time is used to prepare for the expeditions. There is a large amount of the route planning and administration in these lessons, and they are also used for more comprehensive training and assistance with the other activities. In short, you become a real expert in your expedition group. The overall cost including two 4-day expeditions, a training day and equipment hire is around £500.

Gold DofE can be taken in addition to another Breadth Option.



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