SET YOUR SIGHTS HIGH...
CREATE YOUR FUTURE
CURRICULUM GUIDE
2020 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 students and those who studied their A Levels with us, in the collaborative Sixth Form, either as a Marling School or Stroud High School student. 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.

Mr Steve Farr
Head of Sixth Form

HOW TO APPLY

The application process begins with our Sixth Form Open Evening at the beginning 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, do contact the Sixth Form and we can arrange a tour for you.

The application process and form is available on the Sixth Form website. Our deadline for applications is the 14th February 2020. 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 ofﬁcially conﬁrmed in April to attend the Open Evening, do contact the Sixth Form and we can arrange a tour for you.

APPLICATION TIMELINE ENTRY 2019

Thursday 14th November 2019
Sixth Form Open Evening

Friday 14th February 2020
Deadline for applications to Sixth Form (Sept 2020 Entry)

February and March 2020
Information, Advice & Guidance Meetings

April 2020
Conditional offer letter conﬁrming subject choices

June/July 2020
Induction Days

Thursday 20th August 2020
GCSE Results Day

Wednesday 3rd September 2020
A Level Course Day Enrolment

ENTRY CRITERIA

Our Sixth Form offers opportunities for boys and girls who fulﬁl the academic criterion of Grade 6 in ﬁve separate, full course GCSE subjects. Students should have a minimum of 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. We hold our two day Induction programme during June/July.

The days focus 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.

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 twice a day, we have a Student Support Worker available every day 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.

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.

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 by 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, Sports Coaching, Classical Civilisations, Mathematical Studies, Creative Writing and Geology.

CREATIVE WRITING AND GEOLGY
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. 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 by giving 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 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, careers information and guidance. Topics last year included financial planning, time management, effective note taking, careers information and guidance. Topics last year included financial planning, time management, effective note taking, careers information and guidance. Topics last year included financial planning, time management, effective note taking, careers information and guidance. Topics last year included financial planning, time management, effective note taking, careers information and guidance. Topics last year included financial planning, time management, effective note taking, careers information and guidance. Topics last year included financial planning, time management, effective note taking, careers information and guidance.

FORTNIGHTLY TUTOR PERIODS (MONDAY AFTERNOONS 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.

As Head Boy, it has been an honour and a pleasure to represent Marling School and Sixth Form. A key vision of mine has been developing student voice across the school and working with the School Council to ensure each member of our school community is represented and their voice heard. From Year 7 right through to Year 13. Leading a team for the last year has been hugely rewarding and I’ve been able to take roles and gain experiences that I never thought possible before I took this role. There are so many opportunities here at Marling Sixth Form for students to engage with and I’m so proud to have been a part of that.

Ciaran Sandhu
Being Deputy Head Boy requires commitment, hard work and an impeccable attitude. In my case, my desire to engage young people in school life, along with my personal interest in politics and international relations, shaped my path. I established the first inter-school model UN at Gloucester University, organised a trip to the UN headquarters in New York and represented the school at outreach events. Overall, I have felt honoured to have represented and served the students of Marling School.

Marc Boixader Riera
In my role of Deputy Head Boy I was able to work with two issues that are very close to my heart. Firstly, I listened to and acted as a voice for lower school students. As someone who has been at Marling since Year 7, this really mattered to me, and being able to make changes was incredible. Secondly, I founded the Media group, where we create podcasts, TV shows and live gaming streams, as well as live broadcasting of school events. This is something that will continue in future years. Being able to make a lasting contribution to my school has been hugely important to me.

Billy Arthur
Student wellbeing is something that I am passionate about, so during my time as Deputy Head Boy I’ve been supporting students by running a mentoring group and producing a termly newsletter on wellbeing, looking at issues such as exam stress. Along with this, I have helped at sixth form open events, giving speeches and just being a friendly face. I have thoroughly enjoyed student leadership and it has taught me skills that I will use later in life whilst allowing me to give something back to the school. I would thoroughly recommend it.

Ben Williams

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.

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.

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.

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.

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COMPONENT 1 Personal investigation (40%) 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.

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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.

Gus Ley dall, former student now studying Industrial Product Design at Loughborough University

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.

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.

Bryn Da Costa Freeman, former student now studying Art at Ravensbourne University in London

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.

THREE-DIMENSIONAL DESIGN

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.

Illustration by Harry Stimpson, former student, now studying Product Design at De Montfort University.

Photographs by James McGarva, former student.

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TEXTILE DESIGN

Photographs by James McGarva, former student.

Illustration by Harry Stimpson, former student, now studying Product Design at De Montfort University.

SHERLOCK HOLMES

Photographs by James McGarva, former student.

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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 ecosystems. Year 13 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.

WHY STUDY BUSINESS STUDIES?
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 Studies is 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 engaged 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 Studies 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 onto 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.

I am 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.

Year 13 Leaver

Entry Requirements
Students are required to achieve at least a Grade 6 at GCSE level Biology or a 66 Grade in GCSE Combined Science. Although a Grade 6 in the relevant subjects will be accepted, it is recommended that students considering studying A Level should have achieved a Grade 7 at GCSE. A Grade 6 or above in Chemistry is also recommended.

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Year 13 Leaver

Entry Requirements
Standard Marlins School Sixth Form entry requirements

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.

Current Student

Entry Requirements
Standard Marlins School Sixth Form entry requirements
WHY STUDY CHEMISTRY?
Chemistry at A Level is a prerequisite for many courses in higher education and for many areas of employment. The primary reason for choosing to study Chemistry would be because you enjoyed studying the subject at GCSE level. It is a long-established and well-respected qualification that can allow progression into a number of career areas including the chemical, chemical engineering, materials science and biotechnology industries. In addition, Chemistry is essential for careers in Medicine, Pharmacology and Environmental Science. Chemistry is also a well-respected subject in its own right and suitable for entry into a wide range of other professions. The unique skills which are learned in a science discipline are transferable to many different careers and would most certainly improve your employment prospects.

COURSE DETAILS
EXAM BOARD: OCR
The specification is divided into topics, each covering different key concepts of Chemistry. 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: atomic structure & bonding, shapes of molecules, intermolecular forces, the mole concept, and the periodic table. Then the course continues to explore other areas of Chemistry such as physical Chemistry (equilibria, energetics and reaction kinetics) and organic Chemistry (alkanes, alkenes, mechanisms, isomerism, alcohols, haloalkanes and instrumental techniques: infrared spectroscopy & mass spectrometry). In Year 13 you will continue to study two further modules: Physical Chemistry & Transition Elements (concepts include enthalpy, entropy, free energy, electrode potentials, pH & buffers), and Organic Chemistry & Analyses (topics include amines, 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. The practical endorsement is reported separately to the A Level grade.

CAREERS
Students who have studied this subject have gone on to study for degrees in Chemistry, Bio-chemistry, Chemical Engineering, Medicine, Veterinary Medicine, Biomedical Science, Natural Sciences and Forensic Science.

Entry Requirements
Students are required to achieve at least a Grade 6 at GCSE level Chemistry or a 66 Grade in Combined Science. Although a Grade 6 in the relevant subject will be accepted, it is recommended that students considering studying A Level should have achieved a Grade 7 at GCSE.

WHY STUDY COMPUTER SCIENCE?
From Facebook to running nuclear power stations, small 2D retro apps to huge MP3O 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 (mental), 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.

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.

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, skills acquired from studying Drama is valuable and transferable providing an interesting contrast to less practical subjects. The course is suitable for those who are interested in a career in Theatre and of performance. The course has a strong part of this and this A Level is for students who wish to continue to be, essential in any environment where I meet new people. This is particularly useful in interviews and for teamwork skills which 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. The skills that I have developed in Drama, such as confidence and ability 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. Lucy Cole, former student currently studying Law at Exeter University.

**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:** Earthquakes in London by Mike Bartlett

**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
- Law
- Drama or English – further studies
- Media: journalism, news, presenting, radio
- Therapist
- Admin and HR
- Marketing
- Events
- Intelligence researcher

**COMPANY REQUIREMENTS**

- DT - PRODUCT DESIGN **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.**

**WHY STUDY DT - PRODUCT DESIGN?**

Product design provides an opportunity for students to develop their creativity, problem solving and to collaborate with others. 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.**

**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 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 I felt 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.**

Sam Lingard, former student who joined from Thomas Keble School and is now reading Politics at Durham University.

**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, Renshaw, Dyson, GE Aviation.

Lucy Cole, former student currently studying Law at Exeter University.

**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.
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.

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.

CAREERS
Students who have studied this subject have gone on to study degrees related to the areas Business and 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.

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.

Current student

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

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
Post-1900 Specified Poetry from The Modernism period

Component 4: Coursework 20%
One comparative assignment of 2,500-3,000 words on a topic and two texts of students’ own choice.

WHY STUDY ENGLISH LITERATURE?

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.

Current student

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, 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);
• Public Sector (civil service, health service, government, police/armed forces);
• Law (barrister, solicitor, admin, research-based, paralegal, legal secretary);
• Business and Finance (accounting, finance, admin roles, banking);
• Other examples: freelance writing, lexicography, interpretation/translation, therapy, psychology.

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.

Current 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 “Amélié” 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.

Marling School and Stroud High School have a long running exchange with Lycée St Joseph in Ancenis and as part of the Year 12 course students are offered the opportunity to take part in this exchange where they will undertake several days of work experience in France as well as enjoying a day trip to a French city.

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.

Current Student

GEOPGRAPHY

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.

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.

Year 13 Leaver

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.

Year 13 Leaver

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.

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.
**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 graduates who can offer a range of skills including language proficiency. German is the smart choice. Leaving aside graduates who can offer a range of skills including language proficiency. German is the smart choice. Leaving aside graduates who can offer a range of skills including language proficiency. German is the smart choice.

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 Der 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.

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.

**Entry Requirements**

Grade B or above at GCSE level German.

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**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, synthesize 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**

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

**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.

**Entry Requirements**

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

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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.

Louie Parfitt, former student studying Ancient History and Archaeology at Cardiff University
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. 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 careers 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 mathematical component.

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.

Year 13 Leaver

I love Mathematics because of its logic and rigor. It allows you to express abstract concepts 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.

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 A+) 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 course will broadly consist of the following components.

- Performance (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 marked.

- Composition (35%)
  - Composition 1: Composition to a brief set by the exam board based on the Western Classical tradition.
  - Composition 2: Free composition. The combined submission must total a minimum of four and a half minutes and must not exceed six minutes. This component is externally marked.

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 or a general equivalent to a good pass at ABRSM Grade 5. Students should be able to read music notation fluently (both treble and bass clefs).

Year 13 Leaver

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.

MUSIC
WHY STUDY MUSIC TECHNOLOGY?
Music Technology is the new music industry. The march of technology has meant that businesses and corporations are working together with musicians and artists. Global recorded music revenue recently topped $15.7 billion in just one year. Music Technology is aimed at students who are interested in how technology can enable innovative ways of performing and interacting with other musicians, and how technology can give rise to new forms of musical expression. 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 overview: 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. Students should be able to read music notation fluently (both treble and bass clef).

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.
Year 13 Leaver

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.
Year 13 Leaver

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, design 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 ethics 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 traditions. 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.

Buddhism was challenging but incredibly interesting and now I’m off to Cambridge!

Broderick Haldane-Unwin, former student reading History 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.

Billy Sharpe, former student reading Classical Studies at University of Bristol

Entry Requirements
Students are required to achieve Grade 6 or above at GCSE level Religious Studies, History, English Language or English Literature
**WHY STUDY PHYSICS?**

Physics is proud of where it stands at the forefront of science. It enables the accurate and precise study of all investigations because the best instruments used by chemists, biologists, forensic scientists, geologists, metallurgists, volcanologists and other science disciplines have been made through the advances in this subject. Physics is also at the heart of engineering with applications ranging from spacecraft design, motor sport, renewable energy infrastructures and civil engineering to the nuclear and gas/oil power industries.

There are many branches of research within Physics from the search for clean energy from nuclear fusion to the search for answers on dark matter. Students may also consider taking their studies further with medical physics – a discipline where many exciting new developments are taking place. Students find it beneficial to study A Level Mathematics alongside A Level Physics given the high mathematical content.

**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;
- electronic, 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, Physics with Astrophysics, Mathematical Physics, Architecture, Aerospace Engineering, Natural Sciences 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.

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**WHY STUDY POLITICS?**

‘Public opinion in this country is everything’

Abraham Lincoln

What a time to be studying Politics here at Marling. Where does our nation stand in the Brexit aftermath? What does America’s future hold in the run up to their 59th Presidential election on the 3rd of November 2020?

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.

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.

As students, studying Politics offers so many transferable skills to areas of employment. Skills such as analysis, debate, synthesis and evaluation are what employees are looking for in our modern world.

**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%


**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 or equivalent in English and a Humanities subject (History, Geography or Religious Studies)

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**Current 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 pass on going into the world of work.

**Entry Requirements**

Students are required to achieve a Grade 6 or above at GCSE level Physics or a 66 Grade in GCSE Combined Science, although a minimum of a Grade 7 is recommended. Additionally, due to the high level of mathematical content in the Physics qualification, particularly in areas such as trigonometry and algebraic manipulation, students should give a significant consideration to studying Mathematics at A Level in order to support their studies. Where a student opts not to study A Level Mathematics they would still need to provide evidence of strong mathematical skills through a minimum of GCSE Grade 6 in Mathematics, although Grade 7 or higher is recommended.

**Current Student**

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

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.

**CAREERS**

Psychology is ideal if you have an interest in helping or caring professions, counselling, nursing or occupational health.

**Entry Requirements**

Standard Marling School Sixth Form entry requirements.

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**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:
- Health/families and households
- Beliefs in society, media, global development, stratification and differentiation
- Crime and deviance
- Education
- Theory and methods
- Methods in the context of education
- Methods in the context of crime

Assessment is by examination. Three examination papers will be sat in 2021.

**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.
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 “Ocho Apellidos Vascos” and as well as the text “Crónica de una muerte anunciada”. 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 two 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.

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.

Current 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 your’re wrong. I want to make documentaries in the future and being able to speak Spanish will be extremely helpful. I love Spanish!

Year 13 Leaver

WHY STUDY SPORTS SCIENCE?
If you enjoy Physical Education and science; 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.

Year 13 Leaver

Entry Requirements
Standard Marling School Sixth Form entry requirements. Students should be of the standard to compete beyond school level or 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.

Year 13 Leaver
CARERS

Classical Civilisation can lead on to a host of degree and career options, the obvious being Classics. However, it also complements 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.

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 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’MA or AAA plus A in the EPQ.

GEOLOGY

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 desipher the dynamic history of the Earth.

We will follow the OCR, AS Level Geology course which integrates practical skills with the theoretical topics. The 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 in the natural world and enjoy a scientific approach, then Geology is for you.

GLOBAL PERSPECTIVES

The aim of Global Perspectives is to allow students to develop their skills and experience in relation to global issues or events. The course allows you to become independent and is tailored to support you in planning, orchestrating and reflecting on a number of projects. Last year’s cohort organised events such as an International food competition within Year 7, a charity led event for the recent hurricanes in the Caribbean, an international sporting taster event and a mental health awareness session. These topics are chosen and planned by the students to allow them to gain the expertise for life after Sixth Form.

GLOBAL PERSPECTIVES

(AS LEVEL AVAILABLE)

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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 Duke of Edinburgh 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 Duke of Edinburgh 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 for these and these lessons 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 both expeditions is around £250 which is significantly below the cost of other providers. If demand allows, we also offer canoeing as the expedition for an additional cost.

Gold Duke of Edinburgh can be taken in addition to another Breadth Option.

### MATHEMATICAL STUDIES

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 Mathematical Studies 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.

The programme of study for the course is based around the content for AQA’s Level 3 Certificate in Mathematical Studies. 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.

### SPORTS COACHING

We are introducing a Leadership Through Sport programme, where students will learn and develop leadership skills such as effective communications and leadership organisation whilst devising and leading physical activities with younger students, their peers, and within the community.

The course will help students to develop invaluable leadership skills, improve personal and academic confidence and prepare for engaging in peer-to-peer learning. The aim is that, by the end of the programme, all learners will have the skills they need to develop, organise and lead activities within the community.

The expectation is that learners will work closely with the PE department both in and outside the classroom and, through a logbook, record all that they do to support and develop their own individual leadership journey.