



CURRICULUM STATEMENT

Department: Art

Key Stage: KS5

Scope:

The aims of the Art department for KS5 are as follows:

- To develop creative students who show clear knowledge and understanding of the subject across historical and contemporary practices.
- Develop students who are thoughtful and reflective practitioners.
- Provide experiences of a range of techniques, processes and materials, including historical context.
- To challenge preconceived ideas about art practices and artists.
- To develop students who are confident in their own art practice.
- To encourage students to work independently, showing a clear understanding of the work of others.
- To make art accessible to all students and to cultivate a sense of enjoyment and cultural awareness through the study of carefully planned and structured projects.
- To foster the development of every student whilst encouraging and nurturing the desire in our students to produce work of high calibre.
- To develop the technical skills and the ability to organize the visual elements necessary to communicate concepts and experiences across various media.
- To develop Visual Literacy.

The Art department follow the AQA examination board for A Level Art and Design and offer the following endorsements:

- Art, Craft and Design (Fine Art)
- Art, Craft and Design (Graphic Communication)
- Art, Craft and Design (Photography)
- Art, Craft and Design (Textiles)
- Art, Craft and Design (3D studies)

Component 1: Personal Investigation (60%), Component 2: Externally set assignment (40%).

Students are prepared for the skills assessed at A Level, at GCSE as well as at KS3. These are built upon throughout Year 12 and 13. This means that students are familiar with a number of processes, techniques and materials, including the design process as well as showing their knowledge and understand of the work of others through written and visual responses. The type of tasks they encounter for all endorsements such as researching, writing and visually responding to a theme or title is introduced throughout KS3 and KS4.

Challenge is provided for more able students through differentiated tasks. Students are provided with exemplar material from past students as well as reminder notes from the exam board. Any students with SEND are supported in a variety of ways, including liaison with teaching assistants, implementation of individual education plans, as well as supporting key skills and concepts through individual tutorials. All the endorsements are taught alongside one another as skills cross-over between all three. Schemes of work are therefore thematic. Students are encouraged to work independently and choose their own practical line of enquiry.

Powerful Knowledge & Skills:

Art is a subject that is predominantly skill based, and therefore prior learning is continually revisited and built upon, for example:

- Subject specific terminology
- Historical and cultural contexts
- Grammar and spelling



- Design Process
- Growing use of techniques, materials and processes, including IT that are discreet to students' independent project and coursework submission.

The way in which students are assessed however is predominantly skill based, therefore these are regularly revisited through schemes of work, feedback, and formal assessment including base line assessment throughout the year in the form of interims (resolved pieces). This promotes knowledge and understanding of the subject and supports long-term retention as well as impacting on the quality and application of a number of disciplines within art and design, such as the quality of recording and use of IT. Homework is also set that requires students to practice such skills.

Assessment for KS5 Art is continual, however it is used in a formative way to inform future learning. Assessment identifies weaknesses in design processes, use of materials, techniques and processes as well as their written work. It is used to target individual students with the support of discreet workshops to improve before they move on with their sustained project. These skills and introduced in KS3 and embedded into schemes of work at KS4 and again at KS5.

Assessment for all art, craft and design endorsements are in line with examination requirements and based upon reminder notes provided by the board.

All students are provided with the opportunity to follow a challenging, supportive and varied learning programme to suit their individual needs and interests. Our students are given the opportunity to experience a wide range of themes, topics, media and processes that are underpinned by contextual investigation and understanding.

Building Links and Connections:

At KS5 students will have the opportunity to 'engage confidently with art, craft and design. Through a variety of art and design activities, they will learn to make informed value judgements and aesthetic and practical decisions. They will be given greater challenges to expand their capacity to solve design problems. They will build on their knowledge and understanding from KS3 and KS4 of colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. They will also explore ideas and meanings in the work of artists, craftspeople and designers as well as learning about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Teachers will differentiate the work by task, outcome, media, scale, but above all through individual student support using a variety of teaching styles suited to all learners. At KS5 the emphasis is given to the production of a personal investigation showing a sustained line of enquiry. Good planning, reference gathering, use of media and presentation is encouraged to further students understanding of the methodology required to be successful at A Level.

The knowledge and understanding of key skills supports student progress in a broad range of subjects. For example, skills such as analysis, evaluation and research tasks are relevant to other subjects such as History and English, etc. Design skills also support other practical subjects such as DT. The study of Art also develops students' life skills: creativity, critical thinking, problem solving, decision-making, communication, research, discussion, etc. Students also engage with a variety of time periods and cultures as well as art practitioners.



CURRICULUM STATEMENT

Department: Biology

Key Stage: 5

Scope:

Marling Biology department aims to produce A Level Biology students who can:

- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.
- Develop competence and confidence in a variety of practical, mathematical and problem solving skills.
- Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Through practical work, learners are able to demonstrate all of the practical skills needed to obtain the practical endorsement, including:

- Use of appropriate apparatus to record a range of quantitative measurements (to include mass, time, volume, temperature, length and pH).
- Use of appropriate instrumentation to record quantitative measurements, such as a colorimeter or potometer.
- Use of laboratory glassware apparatus for a variety of experimental techniques to include serial dilutions.
- Use of a light microscope at high power and low power, including use of a graticule.
- Production of scientific drawings from observations with annotations.
- Use of qualitative reagents to identify biological molecules.
- Separation of biological compounds using thin layer/paper chromatography or electrophoresis.
- Safe and ethical use of organisms to measure: (i) plant or animal responses (ii) physiological functions (i) use of microbiological aseptic techniques, including the use of agar plates and broth.
- Safe use of instruments for dissection of an animal or plant organ.
- Use of sampling techniques in fieldwork.
- Use of ICT such as computer modelling, or a data logger to collect data, or use of software to process data.

Marling School follows the OCR A Biology A Level course:

Students are helped to understand how, through the ideas of biology, the complex and diverse phenomena of the natural world can be described in terms of a number of key ideas which are of universal application. These are illustrated in the modules and topics which are set out below:

Module 1 – Development of practical skills in biology

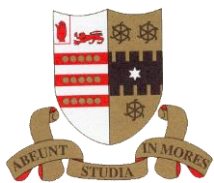
- Practical skills assessed in a written examination
- Practical skills assessed in the practical endorsement

Module 2 – Foundations in biology

- 2.1.1 Cell structure
- 2.1.2 Biological molecules
- 2.1.3 Nucleotides and nucleic acids
- 2.1.4 Enzymes
- 2.1.5 Biological membranes
- 2.1.6 Cell division, cell diversity and cellular organisation

Module 3 – Exchange and transport

- 3.1.1 Exchange surfaces
- 3.1.2 Transport in animals
- 3.1.3 Transport in plants



Module 4 – Biodiversity, evolution and disease

- 4.1.1 Communicable diseases, disease prevention and the immune system
- 4.2.1 Biodiversity
- 4.2.2 Classification and evolution

Module 5 – Communication, homeostasis and energy

- 5.1.1 Communication and homeostasis
- 5.1.2 Excretion as an example of homeostatic control
- 5.1.3 Neuronal communication
- 5.1.4 Hormonal communication
- 5.1.5 Plant and animal responses
- 5.2.1 Photosynthesis

5.2.2 Respiration Module 6 – Genetics, evolution and ecosystems

- 6.1.1 Cellular control
- 6.1.2 Patterns of inheritance
- 6.1.3 Manipulating genomes
- 6.2.1 Cloning and biotechnology
- 6.3.1 Ecosystems
- 6.3.2 Populations and sustainability

The Marling A Level biology course commences with teaching of Module 1 Development of practical skills in biology alongside Module 2 Foundations of biology. This provides students with the fundamental concepts and skills needed to underpin following modules and units. As the course progresses, concepts and skills become more challenging with the most challenging units being covered in year 13.

Assessment of A Level Biology at Marling School:

- At the end of each topic in A Level biology students sit a written end of topic assessment based on previous examination questions. Students receive a grade on these assessments based on the A Level grades (A*-E) and students are encouraged to reflect on areas they need to improve.
- Homeworks in Y12 and Y13 are in the form of 'homework booklets' based on previous exam questions. These are self or peer marked in class and students are expected to identify areas for improvement. The booklets also include the learning objectives from the specification in order that students can clearly monitor their own progress.
- Students sit two exam papers at the end of year 12 and a series of mock examinations in year 13.
- At A Level there is a particular emphasis on developing independent learning skills, and for students to be able to identify areas they need to work on themselves. Students have access to online learning platforms such as Seneca and Quizlet in order to assess their current understanding of any given topic. Students are expected to do carry out independent learning both prior to and after lessons. Students are encouraged to take ownership of their progress, with time given to respond to feedback and sharing of assessment criteria to self-assess. There are many resources on the A level biology Google Drive to support students in this.
- In year 13, there is regular low stakes testing of previous year 12 and 13 content to improve long term retention.

Powerful Knowledge & Skills:

Biology is a subject that continually builds upon prior learning so all knowledge could be considered to be powerful. However, certain fundamental concepts underpin future learning and students should be able to recall and use this knowledge in questions that link different areas of the specification to develop coherent arguments and explanations. Fundamental concepts in A level biology include the foundation topics which are the first to be taught in year 12:

- 2.1.1 Cell structure
- 2.1.2 Biological molecules
- 2.1.3 Nucleotides and nucleic acids
- 2.1.4 Enzymes
- 2.1.5 Biological membranes
- 2.1.6 Cell division, cell diversity and cellular organisation



Students have some prior knowledge of these concepts from GCSE. They are supported in their long term retention of this knowledge through regular re-visiting and practising. This happens in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of the majority of lessons, homework is strategically set to ensure that powerful knowledge is engaged with at regular intervals, and summative assessment is designed to be cumulative as well as topic focussed. These concepts are also revisited at appropriate times in the year 12 and 13 curriculum to underpin new concepts. For example, early in year 12 students are introduced to the cell structure topic. This underpins many of the topics that come thereafter and therefore becomes an intrinsic part of the teaching and assessment of further topics, as well as being assessed in the year 12 and 13 exams.

Fundamental skills relating to the practical endorsement are first developed early on in year 12 (ie Module 1). Whilst students only need to complete one activity from each of the practical assessment groups (PAGs) in order to achieve the practical endorsement, we often complete 2 or 3 practicals from each PAG group to ensure that these skills are embedded and thoroughly understood.

In terms of skills relating to exam technique, we place great emphasis on practising exam questions through the homework booklets and in end of unit tests; students are then encouraged to identify and act on areas for improvement (such as using key words correctly or bullet pointing long answers) as part of their self reflection.

Building Links and Connections:

By its very nature biology is a holistic subject with links and connections throughout its fabric. The more a student sees the connections, the more their understanding will develop. Teachers therefore make explicit reference to this as part of their day to day work.

Examples of links made within the department are numerous and some have been described in the section above, but additional examples include:

- The nucleotides and nucleic acids unit which is part of the foundation module links with several other units in year 12 (eg biological molecules and protein synthesis within cell structure) and later on in the cellular control and gene technology units of year 13. This gives many opportunities to revisit a key concept.
- Ideas surrounding water potential and osmosis (a concept which students find hard) are first met early on in year 12 in the cell membranes topic; these ideas are then inter-weaved into other topics throughout the course such as plant transport in year 12 and excretion in year 13. This gives several opportunities to challenge misconceptions and enable mastery.

Examples of links made between departments include:

- Links to biology GCSE: many students are well prepared for A level biology if they have followed the new separate science GCSE biology course, as several aspects of A level biology have been moved down to the GCSE course, for example the structure of DNA and protein synthesis.
- Many biology students also undertake an EPQ and so close links are needed between the biology department and the EPQ coordinator as well as EPQ supervisors. Often a student or supervisor needs to check that an EPQ topic does not overlap with the A level biology specification, in order to avoid dual accreditation.
- Links with the chemistry and physics departments concerning the correct use of scientific vocabulary (definitions are derived from the Association for Science Education).
- Links with the chemistry and physics departments concerning the skills required for the practical endorsement.
- Within A Level in biology, 10% of the marks available within written examinations are for assessment of mathematics (in the context of biology) at a Level 2 standard (GCSE), or higher. Consequently, there are many links to GCSE and A level maths.
- There are also a number of statistical tests that A level biologists need to know and apply and these provide an opportunity for links with maths, geography, psychology and mathematical studies



CURRICULUM STATEMENT

Department: Business & Economics

Key Stage: 5

Scope:

We aim to create the very best Business and Economic students. The aim of the Business curriculum is to equip students with the necessary knowledge and skills needed to develop their employability and identify business problems and opportunities. The aim of the Economics curriculum is to develop students' understanding of how the local / national / global economy works through analysing economic issues, problems and institutions that affect everyday life.

Whilst we want students to achieve the very best examination results possible, we believe the curriculum provision goes beyond what is examinable. Our curriculum in Business and Economics is designed to encourage this, whilst fully encompassing the ethos of the school.

Powerful Knowledge & Skills:

Business and Economics at Key stage 5 is delivered enthusiastically to develop a passion and creativity for the subject, the course overarches knowledge with skills to allow the student to be thorough in their theories. It consolidates the topics in a two year course to provide an in depth understanding of the local, national and global issues within the subjects.

Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates. Through teacher modelling, students are encouraged to demonstrate good knowledge and application, along with manners, respect and tolerance in the lessons. This allows students to express themselves in a confident manner. Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind.

Students are encouraged to make well informed decisions based on the business or economic strategies they have learnt. We encourage the student to take on wider reading and an approach of autonomy for learning about the diverse economies in the world and changing business world. This helps in developing an analytical, rigorous and critical approach to the decision making process for a student, a skill set which can be used in the workplace or university.

Building Links and Connections:

Collaborative, detailed and thorough curriculum planning lies at the heart of what we do in the department. We are committed to a plan of developing our schemes of work. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and are capable of going beyond what is taught in lessons. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focussed on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum. To complement the schemes of work students are encouraged to broaden their experience in the real world, seek out new resources and specification specific courses, along with supporting one another through clubs and revision groups. These activities allow students to gain a more valuable insight into the subject and the demands of the examination.



CURRICULUM STATEMENT

Department: Chemistry

Key Stage: 5

Scope:

The KS5 chemistry curriculum gives progression from key stage 4 national curriculum requirements to the possibility of development into undergraduate level study. The curriculum allows for entrants to have studied either GCSE separate chemistry (higher) or chemistry as part of GCSE combined science (higher).

The curriculum is sequenced to start with units of foundation chemistry to build upon GCSE concepts. A range of organic, inorganic and physical chemistry is planned for each of the 2 years of study. Year 12 revisits concepts such as reaction kinetics and chemical equilibrium which are then developed further in year 13.

Students are challenged to use key models to explain their thinking and illustrate their examples. To ensure an appropriate level of challenge and aspiration, pupils are encouraged to answer problems with structured answers which take into account, sequence, cause & effect and use of appropriate units & significant figures with errors quantified. A scientific presentation of results and calculations incorporating explanation of working is required from students.

A Marling chemistry student will also be instructed how and subsequently expected to plan, risk assess and conduct safe, practical work involving chemicals, many of which are extremely hazardous, and using specialist glassware. Metacognitive skills such as evaluation of models and reflection upon the success of student planned methods are developed

The course followed is OCR Chemistry A H432

Powerful Knowledge & Skills:

- use of energetics, including entropy, to predict the feasibility of reactions
- determination and use of rate equations of the form: $\text{Rate} = k[A]^m[B]^n$, where m and n are integers. Using orders of reactions where appropriate, which may give information about a rate-determining/limiting step
- calculation of K_c and reacting quantities
- the effect of temperature changes on K_c
- the Bronsted–Lowry theory of acid–base reactions. The ionic product of water, K_w ; pH and its calculation for strong acids and strong bases
- dissociation constants of weak acids, K_a . Calculation of pH for weak acids. Buffer solutions and their applications
- electrode potentials and their applications
- the transition metals as d block elements forming one or more stable ions that have incompletely filled d orbitals. At least two transition metals, chosen from titanium to copper, to illustrate:
 - the existence of more than one oxidation state for each element in its compounds
- the formation of coloured ions in solution and simple precipitation reactions of these
- reactions with ligands to form complexes and reactions involving ligand substitution
- the catalytic behaviour of the elements and their compounds
- functional groups. Structural isomers and stereoisomers (to include geometric (E–Z) isomerism as a result of restricted rotation about a carbon–carbon double bond and optical isomerism as a result of chirality in molecules with a single chiral centre)
- reactions classified as addition, elimination, substitution, oxidation, reduction, hydrolysis, addition polymerisation and condensation polymerisation
- mechanisms classified as radical substitution, electrophilic addition, nucleophilic substitution, electrophilic substitution and nucleophilic addition
- the use of mass spectrometry, infrared spectroscopy, nuclear magnetic resonance spectroscopy and chromatography in analysis, including techniques for the elucidation of structure

Students are supported in retention of knowledge by revisiting and developing. Their understanding and recall is helped and assessed by weekly written assignments. Their understanding of models and ability to construct longer, logically sequenced answers is developed and assessed using past exam questions. Diagnostic questions are used within key units to highlight any knowledge gaps and misconceptions.



Students are supported in learning key knowledge by a focus on reduction of cognitive load. This is tackled in practical work by attempting to reduce extraneous load involved with overtly prescriptive instructions and complex glassware. It is tackled in written work and discussion by planning for the movement between macroscopic (observations), representational (equations) and molecular domains.

Building Links and Connections:

The curriculum is designed to introduce key concepts at an early stage and use them as part of the model to explain and understand more demanding topics later in the course. For example, the concept of equilibrium constant K_c as a ratio of products to reactants is introduced in year 12, this is then developed in year 13 to calculate equilibrium concentrations and find appropriate units.

Links with other subjects:

Physics - atomic structure, spectroscopy

Biology – structures of amino acids and sugars, food tests, chromatography of plant extracts

Maths - arithmetic & numerical computation

handling data

algebra

graphs

geometry & trigonometry



CURRICULUM STATEMENT

Department: Classical Civilisation **Key Stage:** KS5 – AS Level Enrichment

Scope:

Classical Civilisation is offered as an enrichment subject in Y12 meaning 3 lessons a fortnight of taught classroom sessions plus significant preparation and some extra classes outside of school. As one of the few schools in the area offering this option at A Level, we are proud to give our students the opportunity to learn something new and enrich their academic profiles.

Students follow the OCR course, studying the World of the Hero (The Odyssey) and Imperial Image (Augustus) and take the AS Level at the end of Y12. Students develop an appreciation for Classical Literature and how it has had a profound impact on literature over time up to this day. They learn about evaluating sources and how an image can be built which may not be truthful – again, which has resonance in today's world!

The course in itself is a challenge as students are taking a qualification based on few lessons a cycle so students are very much encouraged, provided with notes and extra reading etc. There is an option for students not to take the qualification and the end of the year if they so wish.

Students do not need to have previously studied a Classical subject and links are made to studying English, history, politics etc to help students develop connections and see how they can use skills from other subjects to apply to Classical Civilisation.

Powerful Knowledge & Skills:

Classical Civilisation builds upon prior learning from GCSE in terms of analysis of literary texts in English and discussion of sources from History. Each lesson builds on from the next when discussing recurrent themes or constructed image.

Students learn to write essays, backing up their ideas with PEE, as used in numerous other subjects.

SEND students are supported by the use of a ready-made revision guide with notes. Furthermore, the notes for the lesson are uploaded on google classroom following each lesson so that students with dyslexia can access them. TAs are prepped and know the objectives of the lesson and how to best support students with SEND. Extra classes are offered each week for lunch time drop in for further support.

Building Links and Connections:

We are offering the course as it offers a fantastic opportunity for students to learn about the ancient world and literature which bridges the gap between students studying English, History, Politics, Business and also those who want to study something completely different to their other subjects.

Lots of links are drawn between the study of English and Latin when studying literature, with the method of PEE as well as applying and developing knowledge of literary techniques. Also, discussion of reliability of sources is important with links with history and Latin.

Students also do at least one formally marked assessment per term based upon what they are studying. There assessments are to measure progress and also to give students a 'taster' of how work can be assessed at AS Level. The SOW builds in a variety of activities for short questions, 16 and 25 markers.



CURRICULUM STATEMENT

Department: Computer Science

Key Stage: 5

Scope:

Computer Science equips pupils to use computational thinking and creativity to understand and change the world. Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to create programs, systems and a range of artefacts.

Pupils are given ongoing opportunities to develop their fundamental Computational skills alongside their gains in knowledge. This would include, but not be limited to, the ability to:

- An understanding 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 capacity to think creatively, innovatively, analytically, logically and critically
- The capacity to see relationships between different aspects of computer science.

Powerful Knowledge & Skills:

Computer Science is a subject that continually builds upon the knowledge, understanding and skills established through the computer science elements of the computing programme of study at key stage 4 so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. In Key Stage 5 this would include: -

- take a systematic approach to problem solving
- design, write and test programs to either a specification or to solve a problem
- articulate how a program works, arguing for its correctness and efficiency using logical reasoning, test data, and user feedback

Learners are supported in their long term retention of such knowledge, through regular re-visiting and practising. This could happen in a variety of ways. For instance, low stakes testing takes place at the start of the majority of lessons with summative assessment designed to be cumulative as well as topic focussed. Hexagonal Thinking may be used to articulate the learning amassed at the close of a unit of study and the multitude of connections among the ideas. This final product may be an accumulation of information or may be a unique piece of evidence created for the sole purpose of unit closure. For example, creating a hexagonal thinking map of prior learning at KS4, such as the Networks and further building in complexity and new knowledge gained at KS5, such the intricacies of the TCP/IP stack, creating a visual guide of new knowledge gained and reinforcing the need for long-term memory retention.

Building Links and Connections:

Computer Science is a quintessential STEM discipline, with deep links in mathematics, science, and design and technology, and provides insights into both natural and artificial systems. It has its own theoretical foundations and mathematical underpinnings, and involves the application of logic and reasoning. It embraces a scientific approach to measurement and experiment, involves the design, construction, and testing of purposeful artefacts and requires understanding, appreciation, and application of a wide range of technologies. Moreover, Computer Science provides pupils with insights into other STEM disciplines, and with skills and knowledge that can be applied to the solution of problems in those disciplines.

Pupils studying Computer Science gain insight into computational systems of all kinds, whether or not they include computers. Computational thinking influences fields such as biology, chemistry, linguistics, psychology, economics and statistics. It allows us to solve problems, design systems and understand the power and limits of human and machine intelligence. It is a skill that empowers, and that all pupils should be aware of and have some competence in. Furthermore, pupils who can think computationally are better able to conceptualise and understand computer-based technology, and so are better equipped to function in modern society.



CURRICULUM STATEMENT

Department: English: Creative Writing **Key Stage:** KS5 – AS Level Breadth Study

Scope:

Creative Writing is offered as a breadth option in Year 12 meaning two lessons a fortnight of taught classroom sessions plus significant preparation, course and portfolio writing and criticism outside of school. As one of the few schools in the area offering this subject at KS5, we are proud to give our students the opportunity to learn something new and enrich their academic profiles.

Students follow the WEB (The Writer's Examination Board) course, studying the Apprentice of Fine Arts (AFA) Creative Writing curriculum and complete the AS Level at the end of Year 12. Students develop an appreciation for creative writing across a variety of forms and styles, developing their critical faculty, applying these skills and understandings into their own written work. The focus of the course is very much centred on students completing a developing portfolio of work throughout the year.

The course in itself is a challenge as students are taking a qualification based on few lessons a cycle, so students are very much encouraged, provided with notes and extra reading, etc. There is an option for students not to take the qualification at the end of the year if they so wish.

There are no pre-requisites for students joining this course, although an interest or pursuit of creative writing, and desire to improve as a writer, is key to the successful completion of the course.

Powerful Knowledge & Skills:

Creative Writing builds upon some prior learning from GCSE in terms of critical response to written texts and production of written work using multiple format types.

Students learn to write stories – short and long, poetry, non-fiction prose, and play-scripts. They will also learn to explore aspects of good writing: narrative/authorial voice, formatting scripts, poetic form, convincing opinion through journalism. The critical circle, however, is where they will learn to give and receive criticism on creative writing – perhaps the most vital of all the skills that they will learn through the course.

SEND students are supported by the use pre-prepared resources and tasks. Furthermore, the notes for the lessons are uploaded on Google Classroom following each lesson so that students with dyslexia can access them. TAs are prepped and know the objectives of the lesson and how to best support students with SEND. Extra opportunity, the Writers' Club, is offered each week for lunch-time drop in for further support.

Building Links and Connections:

We are offering the course as it offers a fantastic opportunity for students to learn to write more skilfully and precisely, and encourages them to be more adventurous in their written composition; equally they will become more adept at giving critical feedback. These skills transfer across all subjects at A Level and University study.

Students also do at least one formally marked assessment per term, building their portfolio of work. The assessments are to measure progress and also to give students a 'taster' of how work can be assessed at AS Level. The course builds towards the examination assessment, at the end of the year.



CURRICULUM STATEMENT

Department: Design Technology (Product Design)

Key Stage: 5

Scope:

Marling 6th Form combines the best traditional values of an outstanding Grammar School with the forward-thinking innovation of an elite college and thus attracts students with high prior attainment and aspirational future goals. The A-Level offered by the Design & Technology department is the well-established and respected AQA Product Design A-Level course, taught over two years.

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge, and confidence to succeed in many careers - especially those in the creative and engineering based industries. They will investigate historical, social, cultural, environmental, and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

The aims of the course are to encourage students to:

- be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens
- develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- work collaboratively to develop and refine their ideas, responding to feedback from users, peers, and expert practitioners
- gain an insight into the creative, engineering and/or manufacturing industries
- develop the capacity to think creatively, innovatively, and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients
- develop knowledge and experience of real-world contexts for design and technological activity
- develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product
- be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including maths and science, to inform decisions in design and the application or development of technology
- be able to work safely and skilfully to produce high-quality prototypes/products
- have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical, and social factors
- develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of maths and science for analysis and informing decisions in design.

The qualification is linear, with students required to sit two separate exam papers at the end of the two-year course as well as completing a Non-Examined Assessment (NEA) in the form of an independently produced design portfolio and prototype.

The subject content is divided into two parts: Technical Principles and Designing and Making Principles and is examined during June/July of Year 13 as follows:

- **Technical Principles (30% of the A-Level)** focuses on developing students' knowledge and understanding of material characteristics, properties and applications, modern manufacturing processes, fabrication methods and material finishes. In addition, modern industrial and commercial practice and digital design are also included in this section.
- **Designing and Making Principles (20% of the A-Level)** focuses on design methods, styles, and movements along with socio-economic influences and responsible design, considering social, moral, and ethical issues and the environment.

The NEA element, worth 50% of the A-Level, takes the form of a substantial design and make project assessing the practical application of technical principles and designing and making principles. This usually commences during Term 5 of Year 12 and runs until the end of Term 4 in Year 13.



Powerful Knowledge & Skills:

An A-Level in Product Design provides students with a significant breadth and depth of technical and creative knowledge that not only builds on previous learning but also provides opportunities to pursue a wide range of further education and employment options.

Specifically, the course provides opportunities to develop:

- A knowledge of historic and modern material manipulation and application within the modern world.
- An understanding of current and future manufacturing processes facilitating innovative and highly adaptable design and manufacturing practices.
- An appreciation of the impact product design can have on the world, both socially and environmentally, and the ability to consider this when developing product solutions.

The skills developed during the course are both product design focused and more holistic in their benefits to the student and their future career aspirations. These are developed through a combination of focused practical tasks, regular exposure and review of modern practices, class discussion and debate, and the completion of the NEA project.

Specifically, the course provides opportunities to develop:

- Confidence in selecting and manipulating a wide range of materials to create products that are accurate, functional, and aesthetically pleasing.
- Skills in project management, collaborative working, creative thinking, debating, and presenting technical information to an audience of both subject specialists and non-specialists.

Students are supported in developing their knowledge of the subject through carefully planned and delivered teaching sessions, offering interleaved topics supported by practical examples and regular assessment (both informal and formal). Opportunities for discussion and independent investigation are plentiful, with access to high quality and up-to-date resources and expertise. Online platforms, such as SENECA and Google Classroom, are used regularly to support student learning and provide accurate and targeted feedback that students can actively engage with to improve their individual knowledge and design practice.

Building Links and Connections:

Design Technology (Product Design) has always had significant links to other areas of study, often applying the theoretical knowledge and understanding gained elsewhere in the curriculum and beyond the world of education. Primarily this relates to Maths and the Sciences, where the knowledge, understanding and skills developed can be directly linked to key aspects of the course:

- **Maths:** Design calculations, use of scale, data manipulation, statistical analysis, use of graphs and coordinates, tolerances and use of datum points, calculation of CAM setup values, interpretation of CFD and FEA test data and product design costings.
- **Physics:** Material properties, application and testing methods, electrical circuit design and component selection, mechanical structure analysis and system design, and the analysis of dynamic system responses to applied external and internal forces.
- **Chemistry:** Structure of materials and their characteristics, manufacturing methods from raw materials, application of finishes to avoid corrosion due to environmental factors, and the understanding of material hazards and safe working practices.

In addition, the specification for the A-Level in Product Design directly references links to the following additional subject areas:

- **Computer Science:** The use of computer systems and digital design and manufacture
- **Business Studies:** Enterprise and marketing in the development of products
- **Art and Design:** Design communication through drawing and 3D modelling
- **History:** Design theory and investigation into historic design movements, styles, and influences.

Within Design Technology students are explicitly encouraged to make links and connections with both previous learning and across different topic areas. To achieve successful design, students must appreciate the symbiotic nature of the subject with respect to the knowledge, understanding and skills developed from KS3 to the current level of study. By calling upon, and expanding, previous understanding and developing additional skills and practical expertise students can generate more advanced, innovative, and functionally superior product solutions. This important ability is supported by incorporating previous learning into the everyday teaching of the subject while demonstrating how students can expand their knowledge and explore more advanced concepts and skills.





CURRICULUM STATEMENT

Department: Drama

Key Stage: KS5

Scope:

The aims of the department for KS4 are as follows:

- To develop pupils' practical understanding of Drama as a performer and designer (lighting, sound, set, and costume).
- To foster pupils' creativity, personal growth, self-confidence, communication and analytical skills.
- To explore how Drama contributes to social and cultural commentary.

The Drama department follow the OCR examination board for A level Drama and Theatre.

Component 1:

- Devised Drama (non-exam assessment: 40% of A level. Comprises of a 25 minute performance of own script, a 3,000 word Research Report, and a 2,000 word Portfolio).

Component 2:

- Performing from a Script (visiting examiner: 20% of A level. Comprises of a 25 minute performance of an existing script, and a 1,500 word Artistic Intentions document).

Component 3:

- Written examination (written paper – closed book: 20% of A level. Comprises of 1 hour 10 minutes on set texts ('Live Like Pigs' and 'A Day in the Death of Joe Egg') and 1 hour 5 minutes minutes on live theatre review.

Component 4:

- Written examination (written paper – closed book: 20% of A level. Comprises of 1 hour on annotating extract from set text ('Earthquakes in London') and 1 hour essay question on set text (same as before).

Students are prepared for the skills and topics assessed at A level in KS4, which are built upon throughout Years 12 and 13. This means that whilst some practical activities and scripts may be new to students, the way in which they perform them and write about them will be somewhat familiar. Students can therefore focus on building upon skills rather than establishing them. For example, in Year 10, students explore the practitioners Stanislavski and Brecht, which feeds directly into the deeper study of these practitioners at A level, as well as the study of new practitioners, Frantic Assembly and Splendid Productions.

Challenge is provided for more able students (aiming for grade A*/Oxbridge) through teacher guidance. This is largely done in a verbal capacity for practical work, and in written form for written work. Students are also provided with exemplar materials to enhance their own knowledge and understanding. SEND students are equally supported in a variety of ways, including writing frames for Portfolio, Research Report, Artistic Intentions, and Written Papers, liaison with teaching assistants, and implementation of individual education plans.

Throughout Year 12 and Year 13, practical and written work are taught alongside one another to ensure full coverage and preparation of the course. Year 12 is designed as a 'mock' year whereby students learn about the topics/skills and the types of assessments, and complete mocks in each category, ahead of Year 13. This is outlined below:

Year 12:

- Teacher 1: Practitioners: Stanislavski and Frantic Assembly
- Teacher 2: Practitioners: Brecht and Splendid Productions
- Complete Component 1 Devised mock AND Component 1 Portfolio mock
- Complete Sections 1a and 1b of ACTUAL Research Report
- Teacher 1: Text: Live Like Pigs
- Teacher 2: Text: A Day in the Death of Joe Egg
- Complete Component 3 Written paper mock
- Complete Component 2 Scripted mock (use extracts from Component 4 set text for written exam)
- *(Component 3: Live Theatre will be considered throughout the year depending on when trips are).*



Year 13:

- Component 1: Devised assessment (Research Report, Portfolio, Performance). To be completed by December.
- Component 4: Written Exam (Earthquakes in London). Taught one per fortnight Sept – Dec.
- Component 2: Scripted assessment (Performance). To be completed by April/May.
- Component 3: Written Exam (Live Like Pigs, Joe Egg, and Live Theatre). To be completed in June.
- Component 4: Written Exam (Earthquakes in London). To be completed in June.

Powerful Knowledge and Skills:

Drama is a subject that by nature is predominantly skills-based, and therefore prior learning is continually revisited and built upon. However, some aspects of the A level course does require specific learning of key material, for example:

- Social and historical context of 'Earthquakes in London.'
- Different types of staging and lighting.
- Subject specific terminology for both acting and design.

The way in which students are assessed on the above is within their written work on the set texts, live theatre, and their own practical work. All written work requires students to explain, analyse and evaluate theatrical processes therefore such skills are taught from KS3 and KS4, and regularly revisited throughout KS5 to enable knowledge and long-term retention. This is done via written tasks in class and for homework, regularly assessed. Additionally, in Drama students are assessed on their practical skills, either as a performer or a designer. Again, such skills are introduced in KS3 and KS4, and built upon in KS5, with students being given regular oral feedback from teachers. Students are also set homework tasks to rehearse for mock and examination pieces, with feedback being provided for these also.

Assessment for Drama is in line with examination requirements. Students complete mock examinations of all practical components in Year 12 in order to prepare them for the practical assessments in Year 13, which take place at various points of the year. Likewise, pupils are provided with practice paper questions for the written components throughout Year 12 and Year 13. Whilst assessment for both practical and written work provides a summative grade, it is used in a formative way to inform future learning. Students are encouraged to see how skills cross-over between assessments e.g. an assessment requiring a student to 'Evaluate' their own performance might provide a target of using more personal evaluation, or more subject terminology; the student can then apply this in their 'Live Theatre Review' work.

Building Links and Connections:

The focus on developing skills from KS3, through KS4 and into KS5, means that students in Drama are consistently building links and connections. Furthermore, certain genres/styles/practitioners/topics introduced lead to later connections, for example:

- Melodrama (Year 8) → Naturalism (Year 9) → Stanislavski (Year 10/11) → Stanislavski (Year 12/13)
- Commedia Dell'Arte (Year 7) → Non-Naturalism (Year 9) → Brecht (Year 10/11) → Brecht (Year 12/13)
- *The Curious Incident of the Dog in the Night-Time (Play)* (Year 9) → Script Studies (Year 10/11) → Frantic Assembly (Year 12/13).

When teaching topics in KS5, teachers make explicit reference to the relevant topics studied in KS3 to make connections and build knowledge.

Knowledge of both skills and topics in Drama broadens student progress in a multitude of subjects. For example, skills of communication, analysis and evaluation.

The study of Drama also develops students' life skills: creativity, problem solving, decision-making, debating, communication, research, discussion, etc.

Students also engage with a variety of time periods and cultures through the study of various Drama practitioners, styles and plays.



CURRICULUM STATEMENT

Department: English

Key Stage: KS5

Scope:

The aims of the department for KS5 are as follows:

- Developing understanding in students of literary fiction texts, encouraging thoughtful and reflective learning about our world, the past, and language.
- Providing experience of powerful, challenging and thought-provoking texts: developing empathy, sympathy, and moral integrity in inquisitive learners.
- Developing powerful speakers and writers who convey ideas with confidence, clarity and eloquence in speech and writing; encouraging an independent thought, judgement and evaluation.

The English department follow the Edexcel specification for A level English Literature.

Component 1 (Drama):

- *Measure for Measure* by William Shakespeare
- *A Streetcar Named Desire* by Tennessee Williams

Component 2 (Prose):

- *Dracula* by Bram Stoker
- *The Picture of Dorian Gray* by Oscar Wilde

Component 3 (Poetry):

- *Poems of the Decade: An Anthology of the Forward Books of Poetry* by Forward Arts Foundation
- *The Great Modern Poets* by Michael Schmidt

Component 4 (Non-Exam Assessment):

- Students write a 3,000 word comparative essay on two chosen texts

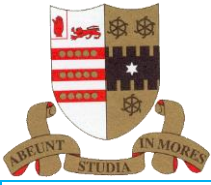
Students are mostly prepared for the skills and topics assessed at A level in KS4, which are built upon throughout Years 12 and 13. This means that whilst Literature texts may be new to students, the way in which they write about them will be mostly familiar, and students can focus on building upon skills rather than establishing them (e.g. analysis of language, embedding context links, using terminology, etc.). The only new assessment objective at A level is AO5, the use and analysis of critics. In order to prepare students for this new skills, the first 3 weeks of Year 12 focus on a mini-module devised by the department entitled: 'An Introduction to Literary Criticism'. This introduces students to the main schools of thought within literary criticism (e.g. feminism, Freudian theory, etc.) and is referred to and build upon throughout KS5.

Challenge is provided for more able students (aiming for grade A*/Oxbridge) through differentiated tasks, and by providing them with exemplar material that goes beyond A level. Students are also provided with critical material which enhances and stretches their own knowledge and understanding, regardless if AO5 is assessed for that particular component. SEND students are equally supported in a variety ways, including writing frames and implementation of individual education plans.

Powerful Knowledge and Skills:

English Literature is a subject that is predominantly skills-based, and therefore prior learning is continually revisited and built upon. However, some aspects of the A level course does require specific learning of key material, for example:

- Context for *Measure for Measure*
- Critical views for *Measure for Measure*
- Context for *A Streetcar Named Desire*
- Context for *Dracula*
- Context for *The Picture of Dorian Gray*
- Context for *Modernist Poetry*
- Subject specific terminology



The way in which students are assessed on the above however is predominantly skills-based in terms of analysis of the texts for English Literature, therefore such skills are taught from KS3, through to KS4 and built upon in relation to argument and evaluation in KS5, and are regularly revisited in each SOW to enable knowledge and long-term retention. This is done via smaller tasks and also regular assessment. Homework is also set that requires student to practise such skills. The department also use some low-stakes mastery quizzes throughout the year to re-visit the specific learning of key material outlined above (e.g. quiz on previous context covered, etc.).

Assessment for English Literature is in line with examination requirements and based upon example questions. Whilst assessment provides a summative grade, it is used in a formative way to inform future learning. Students are taught and encouraged to see how the skills cross-over between texts and topics e.g. an assessment on *Prose* might provide a target of improving language analysis by zooming in on key words/devices; students then apply this in their study of other Literature texts too e.g. *Poetry*.

Building Links and Connections:

The focus on developing skills from KS3, through KS4 and into KS5, means that students in English are consistently building links and connections. Furthermore, certain genres/topics introduced lead to later connections, for example:

- Gothic (Year 9) → A Christmas Carol (Year 10) → Dracula and The Picture of Dorian Gray (Year 12)
- Shakespeare (Year 7/8/9) → Romeo and Juliet (Year 11) → Measure for Measure (Year 13)

When teaching topics in KS5, teachers make explicit reference to the relevant topics studied previously to make connections and build knowledge.

Knowledge of both skills and topics in English supports student progress in a broad range of other subjects. For example, skills such as analysis, evaluation, communication, comprehension, and written expression are relevant for other essay-based subjects, such as History, Philosophy and Ethics, Politics, Drama, etc. Furthermore, the context studied for some of the Literature texts is also relevant to other subjects e.g. Victorian history for *The Picture of Dorian Gray* and *Dracula* (Year 12), the Jacobean period for *Measure for Measure* (Year 13), etc.

The study of English also develops students' life skills: creativity, critical thinking, problem solving, decision-making, debating, communication, research, discussion, etc.

Students also engage with a variety of time periods and cultures through the study of Literature texts.



CURRICULUM STATEMENT

Department: Geography

Key Stage: 5

Scope:

We strive to ensure that Geography provides our scholars with a deep and rich understanding of the world in which they live. We do not want them to recognise that it is raining outside. We want them instead to recognise that there is a low-pressure system in the air bringing cumulonimbus clouds and heavy rain. This may lead to flooding because humans have built on floodplains which are formed by successive flooding and deposition of sediment or the migration of meanders. This flooding has significant effects on the people's lives, the economy & environment: temporary homelessness for those whose homes flood; roads may become blocked, isolating communities; farms may need evacuating affecting the livelihoods of farmers and the supply of local produce. If our students recognise this, they may pursue solutions to the problems and become our next wave of town planners, environmental officers or civil engineers.

The geography 'topics' covered each year are designed to continually hit on the big concepts (see below) but with no repetition of entire topics across the seven years. There are elements of subject content that are continually revisited and deepened each time, but the concepts are an underpinning thread, which ensure coherence across Key Stage Five and the entire seven-year curriculum. This also means that students get a breadth of topics whilst continually revisiting and reusing the key underpinning concepts that thread across the entire curriculum.

Geography at A level allows the study of the world around us to be placed into a theoretical framework, this means that whilst it is accessible to all students who have attained the entry criteria to our sixth form, it allows a very deep and academic rigour to challenge the most able. We choose to follow the AQA specification, due to the flexibility of its course and its academic rigour. The assessment structure allows the most able to excel with synoptic and critical essays, and build independence with the extensive NEA (coursework), but is constructed simply to allow everyone to succeed. Any students with SEND are supported in a variety of ways, including through liaison with teaching assistants and implementation of individual education plans.

Powerful Knowledge & Skills:

The Key geographical concepts take further the 9 concepts that we have used through Key Stage 4 and 5 to include some of the more theoretical concepts identified by the A Level Content Advisory Board. They are four overarching abstract ideas: Place - Space - Time - Scale and six specific concepts: Causality, interdependence and synopticity; systems and thresholds; difference and inequality ; risk: resilience, mitigation and adaptation; representation; sustainability

These concepts reflect but take further the 9 concepts that have come through the earlier Key stages- they are simply couched in the more rigorous academic theory appropriate for A level and preparation for further study at university, whether this is Geography, a related subject or something completely different. It was important to us to consider the idea of a geographer that will use these concepts to engage with the world around them for the rest of their life.

It is also important that we planned the knowledge in the curriculum to build on itself and replicate the concept of synopticity in its design.

The assessments in each unit also draw on several of the big concepts each - so students are assessed using these concepts to think about their geography or use them to analyse. This makes sure that progress isn't just about what they know but how they use it and the progress they are making as a geographer. Our lessons integrate plenty of low stakes, high frequency retrieval practice, and diagnostic assessments built into plan future learning. Being explicit about connections between and within topics allows strong memory schema to be built - no topic is taught in isolation and revision occurs continuously. The skills we teach, with regard to analysis and evaluation of material revisit the big idea and force connections to be made, furthering this. For the independent investigation (NEA), students design and complete an investigation of their choice entirely independently - but with a huge level of structure , scaffolding and support.

Building Links and Connections:

The overview of the 2 year A Level curriculum is planned identifying the links in terms of both the geography knowledge content and the big conceptual ideas. Some of the units taught are chosen to be familiar in terms of content, and others in terms of concepts. Coastal Systems, an optional unit, is chosen to build confidence through familiar content, whereas Changing Places is an entirely new way of looking at the world around us. The concepts central to Changing places then are revisited in every unit, transforming the way geographers study case studies and place.

Identification of links across topics are taught explicitly, - indeed synopticity is a key concept in geography and learning is designed to link units and content together explicitly, both in our lessons and assessments. For example, the first Y12 unit



“Water and the Carbon Cycle” builds on knowledge about rivers and Climate Change gained at Key Stage three and GCSE. However, it also feeds forwards into the “Coastal Systems” and “Hazards” units where the impact of climate change on coastal communities and managing wildfire hazards are explored.

Individual lessons and series of lessons are designed to build on prior learning, building links and connections between topics. During the Natural Hazards unit, the same conceptual structure is applied to each type of hazard studied. It is this structure and the “tools” associated with it are taught explicitly for the first hazards, guiding the students’ practice, and then the scaffolding is removed slightly for each of the next 4 hazards, until the final hazard is an entirely independent application of them.

Statistical and Graphical skills are also part of the curriculum. The majority of these are building on skills from GCSE, and all of the functional skills are taught as part of the Maths GCSE. The more advanced topics are covered before Christmas in the Maths A Level Curriculum, so when we teach how to apply these to geographical applications, after Easter in Y12, there is already an accumulation of knowledge within the classroom. Those students studying Biology also study the same statistical techniques of data analysis.



CURRICULUM STATEMENT

Department: History

Key Stage: 5

Scope:

Within KS5 the topics were chosen to continue the building of knowledge and to challenge their understanding of the world. It was also noticed in previous A-Level units that repetition of topic for the majority of students led to lower results so the program was designed over building on, not repeating prior learning. To best fit this we follow the OCR syllabus as it offers the greatest range to choose units that best fit the student's development.

The Tudors focus on Henry VIII & Mid Tudors, allowing for more development of understanding from GCSE to inform students of consequences to come and build upon their understanding of the Tudor period from KS3 to KS5.

The Russia unit also allows continuity from the Cold War, and builds upon their knowledge, but again in a different direction to keep interest. The Middle East was chosen by ex-students who felt their understanding of the modern world war greatly enhanced by doing this topic, and it also builds upon their Cold War knowledge from KS3 – 5 again without repetition.

The Personal Project (Course Work) is the opportunity to show the full development of the independent learner, using research skills, handling of sources and creating an argument on a top of the student's choice. The teachers role is to help guide and advise but the emphasis is that this is the students project as the knowledge is of their choosing.

Powerful Knowledge & Skills:

In terms of content the units have again been built around previous learning and tries to avoid repetition as this has proven to be a struggle for student's in the past when going over old ground.

The Tudors focus on Henry VIII & Mid Tudors, allowing for more development of understanding from GCSE to inform students of consequences to come and build upon their understanding of the Tudor period from KS3 to KS5. It is a combination of source and essay questions.

The Russia unit also allows continuity from the Cold War, and builds upon their knowledge, but again in a different direction to keep interest. The Middle East was chosen by ex-students who felt their understanding of the modern world war greatly enhanced by doing this topic, and it also builds upon their Cold War knowledge from KS3 – 5 again without repetition.

The Middle East Unit combines source assessment and also thematic essays that range across a 100 year period from 1908 to 2011 and brings students the contextual problems of a modern situation. This will also challenge there understanding by building on their ability to argue and recall knowledge to a high level.

The Personal Project (Course Work) is the opportunity to show the full development of the independent learner, using research skills, handling of sources and creating an argument on a top of the student's choice. The teachers role is to help guide and advise but the emphasis is that this is the students project as the knowledge is of their choosing.

Building Links and Connections:

There are strong links between History and Politics, especially in the understanding of the structure of governments and the systems that they used. Students are encouraged to debate in a political manner to help recognise other sides of an argument, and also vice versa in seeing how modern politics has its roots in the past.



CURRICULUM STATEMENT

Department: Mathematics

Key Stage: 5

Scope:

Marling School at KS5 offers three courses, with different entry requirements that allows us to cater to a range of mathematical abilities. These courses are Level 3 Core Mathematics Qualification and A-Levels in Mathematics and Further Mathematics. This full coverage allows gifted mathematicians the added challenge of the Further Mathematics A-Level which enables them to have the range of content and skills needed to read Mathematics at university. The A-Level in Mathematics supplements a range of subjects and gives learners more choice when deciding on degree or apprenticeship choice and the Core Mathematics enhances the mathematical skills of others learners for whom A-Level is not the right option. There are opportunities for challenge in all lessons, with a strong focus given to modelling questions. The current specifications require the learners to be able to apply their skills to a range of problems and exposure to such questions builds confidence, which in turn improves attainment. For example, when learning about trigonometry in Year 13, learners have to be able to work fluently and confidently with trigonometric identities but in order to deepen their understanding, they need to be able to apply this to real life applications such as finding the maximum height of a wheel in a problem where a construction firm is building a tourist attraction. Any learners with SEND are supported in a variety of ways and individual education plans are implemented well.

Across the key stage learners are given ongoing opportunities to develop key mathematical reasoning skills alongside their gains in knowledge. This would include, but not be limited to, the ability to: -

- Use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts and communicate the mathematical rationale for these decisions clearly.
- Represent situations mathematically and understand the relationship between problems and in context and mathematical models that may be applied to solve them.
- Read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding.

Powerful Knowledge & Skills:

Mathematics is a subject that continually builds upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. In Key Stage 5 this would include: -

- Functions
- Trigonometry
- Calculus
- Algebra

Learners are supported in their long term retention of such knowledge, through regular review and practice. This could happen in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of the majority of lessons, homework is strategically set to ensure that powerful knowledge is engaged with at regular intervals, and summative assessment is designed to be cumulative as well as topic focussed.

As an example, before learners are introduced to resolving forces in a plane the teacher may set some homework that would focus on motion in 2 dimensions and connected particles, areas explore in Year 12. This recap would help to secure the enabling knowledge required to be successful in the learning of the new content that is about to be taught.

Building Links and Connections:

By its very nature mathematics is a holistic subject with links and connections throughout its fabric. The more a learner sees the connections, the more their understanding will develop. Teachers therefore make explicit reference to this as part of their day to day work. An example of this in Key Stage 5 would be: -

Using and applying Calculus. This skill permeates a range of concepts including the area under a curve, finding minimums and maximums, trigonometry, rates of change, partial fractions and modelling with calculus.

Knowledge gained in mathematics will also support learner progress in a broad range of other subjects. The mathematics department therefore works hard to ensure that its curriculum aligns as best as possible with other areas. For instance, early on in Year 12 the fundamentals of Statistics are taught including sampling, central tendency, standard deviation, which overlap in other subjects such as Geography, Psychology and Biology. Mechanics supports the Physics curriculum with Vectors, Newton's Laws and Kinematics being cross over content.



CURRICULUM STATEMENT

Department: MFL – French German and Spanish

Key Stage: KS5

Scope:

The aim of the FLC department is to provide the foundation for learning further languages, equipping students to understand, study and work in other countries and with people of different nationalities and cultures.

By the time students reach A Level, they have a strong foundation in their language(s) of choice and now the curriculum we deliver has the aim of teaching them to have genuine, natural and interesting conversations about themselves and the world. A good number of our students go on to study languages at university or use them in their future careers so we see A Level teaching as a vital stepping stone towards further study and the world of work.

For French and Spanish, students will usually have 2 class teachers who divide the themes, film and literature between them to deliver the content. For German, we continue to work collaboratively with Stroud High School so lessons are split between the 2 sites and the 4 different German teachers. Nevertheless, we collaborate extremely well and have done for a long time. The Munich Exchange is also a shared trip between both schools.

For French, we use the Edexcel exam board. We chose this board as we had previously used Eduqas but felt that the lack of textbook and online resources was hindering the structure and variety of activities provided for our students. However, we liked the content and themes of the Eduqas course so chose Edexcel as it contained many similar strands of learning. Students study the set themes as well as 2 books and 2 films. Students see the French FLA for 30 mins per week in small groups in Y12 and 1-2-1 in Y13. Students are encouraged to go on the Halsbury Work Experience Scheme and we are also looking at combining a trip for Y12 with our Y9 trip to Paris to further enrich their language learning.

For German and Spanish, students take their A Levels through AQA. These courses were chosen because we felt that the films and literature as well as the key themes, were particularly of interest for our students. We also use the AQA Kerboodle website as well as our own resources. Students usually study one book and one film but have the option to study others if they so wish, with the support and guidance of their teachers. Students are encouraged to go on the Halsbury Work Experience Scheme. Also, Y12 German students have the opportunity to go on the Munich Exchange and we are looking at offering a Spanish trip in Y12 as well. Again, students see the FLA for 30 mins per week in small groups in Y12 and 1-2-1 in Y13.

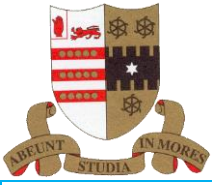
Furthermore, students' language learning is also enriched by activities of European Languages Day and extracurricular events with outside speakers coming in to discuss the importance of language learning.

Powerful Knowledge & Skills:

Foreign Languages are subjects that continually build upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. An example of this would include: when studying 'Die digitale Welt' in Y12 German, students will build on the vocabulary and grammar they previously learned when studying unit 2 of the AQA GCSE textbook – Technology in everyday life.

The theme will also include transferable knowledge of opinion phrases and conjunctions. Similarly, when Y13 Spanish students study the unit on Artistic culture in the Hispanic world, they will be drawing on previous knowledge from having studied and listened to Hispanic music throughout KS3 and 4 whilst adding new, more complex vocabulary and grammatical structures. Students then apply their transferable knowledge of commenting on and analysing the music whilst using a range of tenses and increasingly natural syntax, accent and intonation.

Students are supported in their long term retention of such knowledge, through regular re-visiting and practising. This could happen in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of the majority of lessons, homework is strategically set to ensure that powerful knowledge is engaged with at regular intervals, and summative assessment is designed to be cumulative as well as topic focussed. Starter activities at the beginning of lessons will often focus on a revision activity and regular testing of vocabulary, often in the form of phrases, helps forge memory links.



Challenge and support for SEND is provided to students through use of differentiated materials and working with the teacher and foreign language assistant. Weekly drop in sessions are offered at lunchtimes for additional support and students can also speak to the FLA for more 1-2-1 support. SEND students are supported by use of repetition and mastery of tenses and vocab with useful help sheets to refer to regularly. TAs are prepped and know the objectives of the lesson and how to best support students with SEND.

In the case where students are bilingual and can fluently speak French, German or Spanish, they will usually study in class alongside their peers. This is due to the fact that they need to study a book and a film and there are a specific set of skills needed for A Level so being fluent in the language isn't always enough. However, students are given additional materials to stretch them and there is a focus on exam technique, use of formal register and accuracy as we often find that bilingual students can mistake their endings and agreements eg, the difference between é,ais, ait, aient, er' – all sound the same but have different meanings when on the end of a verb.

If a student speaks another language at home, we will endeavour to enter that student to take a A Level which they will prepare for individually. Eg. Russian, Italian etc.

Building Links and Connections:

Links are regularly made to French and English during the teaching of MFL A Level. Origins of words, etymology and cognates/near cognates are regularly discussed as well as verb endings, for example the comparison between *être* in French and *ser* in Spanish when learning compound tenses. Furthermore, students who study 2 languages with us at A Level are encouraged to see links between and apply exam techniques for both languages, for example when writing essays or discussing a card with the FLA.

Students' knowledge and skills are regularly assessed to ensure progress is being made. Each term, students complete a minimum of 2 assessed vocab tests as well as regular low stakes vocab testing. These tests include previously learned vocab and tenses as well as the content students are currently studying in a particular unit to ensure that students maintain focus and see the importance of previous knowledge retrieval and retention.

Students also do at least one formally marked assessment per term based upon what they are studying. These assessments are to measure progress and to give students a 'taster' of how work can be assessed at A Level. The SOW builds in a variety of activities such as translations, Listening and Reading activities, essays and speaking mocks with the FLA.



CURRICULUM STATEMENT

Department: Music

Key Stage: KS5

Scope:

The aim of the department is to offer a broad and coherent course of study that encourages learners to:

- engage actively in the process of music study to broaden musical experience and interests, develop imagination and foster creativity
- appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology
- develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression.

The Music Department follow the WJEC Eduqas GCE specification for A level Music. The teaching of the course is shared jointly with the Music Department of Stroud High School. In the following summary of assessment, course elements taught by Marling School are in *black* and elements taught by SHS are in *red*.

Component 1: Performing (35% of qualification)

- A performance consisting of a minimum of three pieces and lasting 10-12 minutes
- At least one piece must be as a soloist; other pieces may be either as a soloist or as part of an ensemble or a combination of both

Component 2: Composing (25% of qualification)

- *Composition 1* must reflect the musical characteristics and conventions of the Western Classical Tradition and be in response to a brief set by the exam board
- *Composition 2 is a free composition in any style/genre*
- The total duration of the two compositions must be 4-6 minutes

Component 3: Appraising (40% of qualification)

- *The Western Classical Tradition: the Development of the Symphony 1750-1900 which includes the study of two set works (Symphony No.104 in D major: Haydn / Symphony No.4 in A major: Mendelssohn)*
- *Into the Twentieth Century:* includes the study of movements from two set works (2nd movt from *Trio for Oboe, Bassoon and Piano: Poulenc* / *Nuages from Three Nocturnes for Orchestra: Debussy*) and the main characteristics of Neoclassical music, Impressionism, Expressionism and Serialism.
- *The Development of Jazz from 1920-1960* (including ragtime, early blues, 1920s Dixieland jazz, 1930s Swing Big Bands, Be-bop style and Cool Jazz)

The A level course builds on the knowledge, understanding and skills established in KS4. Students will be familiar with the skills of appraising through their KS4 study with the focus on analysing the key musical elements of melody, rhythm, tonality, harmony, structure and texture. These appraising skills are built upon and extended throughout Years 12 and 13 through the study of landmark set works from the orchestral, chamber and jazz repertoires. This means that whilst the music scores are new to students, the way in which they analyse them will be mostly familiar, and students can focus on building upon skills and extending their knowledge of musical devices and compositional techniques. In performing students will continue to develop and extend their solo/ensemble skills through the exploration of more difficult repertoire (equivalent to ABRSM grade 6 standard and higher) and are encouraged to participate in the many performing opportunities offered by the department. In composing students will extend their understanding of compositional skills associated with the Baroque and Classical periods (1650—1820) through the study of four-part harmony and writing for the string quartet idiom.

Challenge is provided for more able students through differentiated tasks and by providing them with exemplar material that goes beyond the boundaries of A level study.



Powerful Knowledge and Skills:

The A level curriculum is designed to encourage students' acquisition of new skills and knowledge in a systematic way that develops their prior learning and understanding. For example, preparation for Composition 1 (Western Classical Tradition) involves students studying a four-part harmony course with exercises exploring primary triads in root position/1st inversion, secondary triads in root position/1st inversion through to dominant seventh chords and their inversions. This leads to writing cliché cadential progressions of the Baroque and Classical periods, effecting modulation to closely-related keys and more advanced harmonic progressions involving diminished 7th and Neapolitan 6th chords. Through the study of Haydn string quartet scores students develop an appreciation of the stylistic characteristics of Classical string quartet writing to equip them with the necessary skills to respond to the set brief composition. Harmony exercises are formally assessed to inform student progress and informal teacher/peer assessment opportunities are used to develop students as critical and reflective learners.

Appraising skills are taught through the study of set works using music scores and/or recordings and build upon the skills taught at KS4. Teaching of the *Development of Jazz* module is chronological as this gives the student an appreciation of how jazz developed and evolved throughout the twentieth century. Landmark jazz recordings by eminent jazz musicians are studied and the main stylistic characteristics noted and discussed to enable students to identify the different genres and techniques within the period. More formal analysis of scores occurs in the *Into the Twentieth Century* module and students' understanding of the score is assessed through analysis tests to encourage long-term retention of knowledge.

Formal assessment is in line with examination requirements and based upon example questions, either taken from examination past papers or written by the teacher. Whilst assessment provides a summative grade, it is used in a formative way to inform future learning. Assessment of composition is more informal and focuses primarily on student/teacher dialogue exploring ways to improve students' work.

Building Links and Connections:

The design of the A level specification/curriculum encourages students to appreciate the interdependence of musical knowledge, understanding and skills, and to draw links between the integrated activities of performing, composing and appraising underpinned by attentive listening. Skills taught and acquired in the four-part Baroque/Classical harmony course are carried through to the analysis of the Haydn, Mendelssohn, Poulenc and Debussy set works to enable students to build connections and consolidate understanding. Set work analysis in turn develops students' appreciation of writing for different instruments and stylistic characteristics of different genres that informs and develops their approach to both performing and composing.

The subject encourages the development of students' learning and life skills beyond the sphere of music. For example, analysis, research, critical thinking, problem-solving, decision-making, the creative process, expression and interpretation through performing are skills relevant to a broad range of humanities and other arts subjects.



CURRICULUM STATEMENT

Subject: Music Technology

Key Stage: KS5

Scope:

The aim of the subject is to offer a broad and coherent course of study that encourages learners to:

- understand the principles of sound and audio technology and how they are used in creative and professional practice
- understand a wide range of recording and production techniques and how they are used in practice for both corrective and creative purposes
- develop recording skills to demonstrate an understanding of sound and its capture, and to create and manipulate sound in imaginative and creative ways
- develop skills in critical and analytical listening to evaluate the use of sound and audio technology
- understand the basic principles of acoustics, psycho-acoustics and the digitalisation of sound
- make links between the integrated activities of recording, processing, mixing, sound creation and creative music technology applications, underpinned by analytical listening

The Music Department follow the Pearson Edexcel GCE specification for A level Music Technology. The summary of assessment is as follows:

Component 1: Recording (20% of qualification / non-examined assessment)

- one recording, chosen from a list of ten songs provided by the exam Board, consisting of a minimum of five compulsory instruments and two additional instruments
- the recording must be between 3 - 3 ½ minutes and a logbook must be supplied detailing the recording process

Component 2: Technology-based Composition (20% of qualification / non-examined assessment)

- one technology-based, composition chosen from three briefs set by the exam Board, and including synthesis and sampling/audio manipulation and use of creative effects
- the composition must be 3 minutes and a logbook must be supplied detailing the processes employed

Component 3: Listening and Analysing (25% of qualification / written examination 1hr 30 minutes)

- knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings
- the application of knowledge relating to (i) recording and production techniques for both corrective and creative purposes; (ii) the principles of sound and audio technology; and (iii) the development of recording and production technology.

Component 4: Producing and Analysing (35% of qualification / written/practical examination 2hr 15 minutes)

- knowledge and understanding of editing, mixing and production techniques, to be applied to unfamiliar materials provided by the exam Board
- the application of knowledge relating to (i) recording and production techniques for both corrective and creative purposes; and (ii) the principles of sound and audio technology.

This qualification will support students in forming personal and meaningful relationships with music technology through the development of musical knowledge, understanding and skills. Students will be encouraged to engage with a wide range of technological and recording techniques and develop an understanding of the historical and cultural contexts of their use, with the clear emphasis on music technology and without the emphasis on music theory. This will be achieved through the practical and theoretical elements of music technology course, aiding the students in their creation and production of popular music.

Challenge is provided for more able students through differentiated tasks that goes beyond the boundaries of A level study.



Powerful Knowledge and Skills:

The A level curriculum is designed to enable students to:

- develop skills in critical and analytical listening to evaluate the use of sound and audio technology in students' own and others' work
- develop an understanding of the historical and cultural contexts of the use of technology in the creation, performance and production of music
- understand the interdependence of sound engineering knowledge, understanding and skills
- understand the latest developments in music technology and the impact they have on technology-based composition, performance and the tonal qualities of recordings
- develop and extend the knowledge, understanding and skills needed to create recordings and technology-based compositions which communicate effectively to the listener
- understand the history and traditions of the sonic and musical applications of technology and how they promote personal, social, intellectual and cultural development

The delivery of the practical components of the curriculum enable the students to experience the scientific theorems first hand enabling the consolidation of their knowledge throughout the course. For example, the practical study of the difference in the sample rate on the quality of the sound recorded in Year 12 is extended in Year 13 through the introduction of Nyquist theorem and binary storage. Year 12 students will be expected to develop their listening skills from their initial ability to identify production techniques within commercially recorded material, into the application of those techniques within their coursework in Year 13.

Formal assessment is in line with examination requirements and based upon example questions, either taken from examination past papers or written by the teacher. Whilst assessment provides a summative grade, it is used in a formative way to inform future learning. Assessment of recording and composition is more informal and focuses primarily on student/teacher dialogue exploring ways to improve students' work.

Building Links and Connections:

The A level curriculum is designed to develop a broad range of skills required to manage music technology projects from inception to completion including project management, appraising and analysis, creativity and imagination, by evaluating and refining recordings and technology-based compositions over extended periods of time. Students will develop as effective and independent learners, and as critical, creative and reflective thinkers with enquiring minds. These skills will enable the students to build strong links with other subject specialisms such as physics, mathematics and computer science within areas such as wave mechanics, Nyquist theorem and digital storage and communication. Students will be able to progress to undergraduate study in Music Technology, Sound Production, Sound Engineering and many other courses requiring a similar skill set.



CURRICULUM STATEMENT

Department: Physical Education

Key Stage: 5

Scope:

As Marling School is an open sixth form, the entry requirements are mixed and so the cohort would vary in ability and so we have chosen to teach the full **AQA A-Level PHYSICAL EDUCATION** syllabus across the two years with two exam papers at the end of Year 2. The qualification allows students to play to their strengths and gain dynamic theoretical and practical skills for further education or work. The A-level specifications in physical education should equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education.

This will require them to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

The exams and non-exam assessment (**NEA**) will measure how students have achieved the following assessment objectives.

- **AO1:** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO2:** Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- **AO3:** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- **AO4:** Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

Synoptic assessment will be assessed in each component. It requires students to draw together different areas of knowledge, skills and understanding from across the full course of study in order to demonstrate how they interrelate. Questions targeting synoptic assessment will draw on content from more than one topic. They can draw on content from any topic, regardless of which component that topic is predominantly assessed in. These questions will always be extended answer questions (8 marks or 15 marks). These questions will not be asked in the same sections of the same papers in each series.

In the **NEA component**, the performance analysis assessment (analysis and evaluation) task requires students to draw together different areas of knowledge, skills and understanding from across the course of study. Students are not required to draw together all of the topics when completing this task. The non-exam assessment (**NEA**) aspect of the qualification requires students to develop their ability and aptitude in physical activity, demonstrating appropriate skills and techniques outlined below. This aspect of the specification requires students to:

- perform a range of skills and techniques in physical activity and sport
- make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity and sport
- apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance
- evaluate performance in physical activity and sport, applying relevant knowledge and understanding.

There are two aspects to the **NEA**:

1. performance assessment (practical performance)
2. performance analysis assessment (analysis and evaluation).

This develops and builds upon previous learning (if they were educated at Marling) from KS3 through KS4 (GCSE PE) and is specific to each learner.



Powerful Knowledge & Skills:

Physical Education is a subject that continually builds upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. In Key Stage 5 this would include further opportunities and development of :-

- Oracy skills.
- Exam technique based on the AOs.
- Development of Personal, Learning, Social & Thinking Skills

Students are supported in their long term retention of such knowledge, through regular re-visiting and practising. This could happen in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of the majority of lessons to ensure opportunities for deeper learning as well as supporting the development of individual students if required.

As an example, of low stakes testing in the preceding week or two would contain a focus on previous topic areas which were either covered or need to be re-addressed, possibly after and end of topic test or exam. The format could take that of an actual exam question or six key words from that topic and ask students to write down what they understand about the topic using the six words on the board. Such strategies would help to secure the enabling knowledge required to be successful in the learning of the new content that is about to be taught.

PE students are assessed on their practical skills, either as a performer or a coach. Again, such skills are introduced in KS3 and KS4, and built upon in KS5, with students being given regular oral feedback from teachers. Students are also set homework tasks to rehearse for mock and examination pieces, with feedback being provided for these also.

Assessment for PE is in line with examination requirements. Students complete mock examinations of all practical components in Year 12 in order to prepare them for the practical assessments in Year 13, which take place near the end of the year. Likewise, pupils are provided with practice paper questions for the written components throughout Year 12 and Year 13. Whilst assessment for both practical and written work provides a summative grade, it is used in a formative way to inform future learning. Students are encouraged to see how skills cross-over between assessments e.g. an assessment requiring a student to 'Evaluate' their own performance might provide a target of using more personal evaluation, or more subject terminology; the student can then apply this in their 'Analysis and evaluation' work.

Building Links and Connections:

By its very nature Physical Education is a holistic subject with links and connections throughout. The more a student sees the connections, the more their understanding will develop. Teachers therefore make explicit reference to this as part of their day to day work.

The focus on developing skills from KS3, through KS4 and into KS5, means that students in PE are consistently building links and connections. Furthermore, certain topics introduced lead to later connections, for example:

- Components of Fitness (KS3) → Creating a personal fitness programme (KS4) → Evaluation of strength & weakness (GCSE PE NEA → Analysis and evaluation (A level PE NEA)

When teaching topics in KS5, teachers make explicit reference to the relevant topics studied in KS3 & 4 to make connections and build knowledge.

Knowledge of both skills and topics in PE broadens student progress in a multitude of subjects. For example, skills of communication, analysis and evaluation, diction and extended writing.



CURRICULUM STATEMENT

Department: Physics

Key Stage: 5

Scope

The A Level Physics course at Marling is designed to ensure students develop from their GCSE knowledge and skills, as set out in the national curriculum, so that students:

- Develop essential knowledge and understanding of different areas of Physics and how they relate to each other
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- Develop competence and confidence in a variety of practical, mathematical and problem solving skills
- Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

Students in Years 12 and 13 follow the OCR Physics A course. The course develops students Physics understanding and skills through 10 main topic areas split across two strands:

Modelling Physics

- Forces and motion
- Energy
- Thermal Physics
- Gravitational fields
- Astrophysics

Exploring Physics

- Electricity
- Waves
- Particle Physics
- Electric and magnetic fields
- Medical Physics

Throughout the course, alongside topic content, lessons enable students to develop their practical skills, knowledge of working scientifically, mathematical skills for solving Physics problems and critical analysis of scientific evidence and models.

Powerful Knowledge & Skills

The Physics A Level curriculum is developed so students acquire new skills and knowledge in a systematic way that's develops their prior skills and learning. For example, all students begin with an Introduction to Physics unit which covers basic skills students will use through the entire A Level Physics course, e.g. working with SI units and resolving vectors. The curriculum is also arranged so any prerequisite information is taught prior to that topic, for example, the Medical Physics unit in year 13 is taught after Nuclear Physics, as it requires an understanding of radioactive decay.

Learning and assessment is designed to encourage long-term retention of knowledge and skills to promote further progress in the subject. For example, many topics will revisit earlier content, such as Y12 Electricity in Y13 Capacitors, allowing students to review their understanding. Students also sit in-class assessments at the end of each topic that include questions on previous topics to continually review these. Alongside more formal assessment students are given frequent low stakes tests in lessons reviewing both current and prior subject knowledge to ensure longer-term retention.

Building Links and Connections:

The design of the curriculum also supports students in building links and connections across different topics within the subject with the systematic approach supporting this. For example, the waves topic taught at the start of year 12 is later connected to elements of the Astrophysics topic at the end of Year 13.

Beyond Physics, the curriculum links to all Science subjects as the practical and scientific enquiry skillset students acquire is common to all Sciences. There are also particular examples in the curriculum where topics are cross curricular. For example, the Year 12 Particle Physics topic studies the structure of the atom, which closely links to Chemistry, but enables students to explore the Physics behind this subject. This enables students to see the multi-disciplinary nature of Science.

The most significant difference between GCSE and A Level Physics is the mathematical content, although not beyond GCSE level, students continue to develop their maths skills in Physics. For those students studying Maths there is significant overlap with the year 12 content surrounding forces and motion this enables students to practise their skills and see how maths is used as a tool in Physics to solve real world problems. For example, students will look at equations of motion and projectile motion in both Physics and Mechanics in Maths.



CURRICULUM STATEMENT

Department: Politics

Key Stage: 5

Scope:

Marling launched Politics as a new A-Level in 2019. The A-level that was chosen, Edexcel, provide units that look at both the UK and USA as well as core ideologies. Nationalism was chosen as an additional non-core ideology. Edexcel also offered lots of support with training programmes, online resources and an exam format not dissimilar to what is seen at English, Geography and History GCSE. It is our intent that Politics engages, inspires, challenges and encourages pupils to be active citizens, equipping them with the knowledge and skills to debate contemporary political issues facing our world.

Component 1 UK Politics and core ideologies, Liberalism, Conservatism and Socialism

Study of the origins and development of democracy and the ways in which people can contribute to and participate in politics to become active citizens. Students develop knowledge and understanding of the role of elections, political parties and the different electoral systems that operate in the UK. They develop an understanding of the ways citizens can influence decision making and the different ways in which they can make and keep the UK a democracy. Ideologies focus on the key political thinkers associated with Conservatism, Liberalism and Socialism. The 4 main focuses are; what they think about the state, human nature, economy and society.

Component 2 UK Government focuses on The Constitution, Parliament, Prime Minister and Executive and relationships between branches. Nationalism is the chosen Ideology for non core choice due to the probability that students have studied Nationalism in Nazi Germany and the idea of imperialism and patriotism associated with empire building during the Victorian era leading to WWI.

Component 3 US Comparative politics focuses on the Constitution and Federalism, Congress, Presidency and Supreme Court. It also explores Civil Rights, Democracy and Participation.

Powerful Knowledge & Skills:

Politics is a subject that requires students to carry out research and reading regularly and therefore contributes greatly to develop independent learning skills. It also teaches transferable skills such as: analysis and evaluation of evidence, inference, critical thinking skills, written and oral communication (including the development and expression of arguments). It often leads to students studying a variety of Arts and Humanities based courses at university and it is also often paired with Economics leading to a range of Economics related courses at university. But by far the most popular choice of university course for students of A level Politics is Law. This is because Politics more so than other A levels offers the opportunity of live debate on a range of issues and therefore an excellent stepping stone for those hoping to pursue a legal career.

Paper 1 and paper 2 are a combination of source and essay based questions, Paper 3 is a comparative paper looking at both UK and USA content again essay based questions.

With regards to assessment, extended writing pieces modelled on previous exam questions are completed 4 weekly. Work is differentiated according to cohort. Marling is a high attaining school with incoming externals at A-Level both of which have probably not studied politics as a separate subject before. Pupils are provided with key terminology, mark schemes and examiner reports from the 2019 exams. Students also have regular folder checks and have their own copy of topic content lists to help organise. Students are also quizzed fortnightly to remember knowledge as well as completing a rag rated revision sheet at the end of each unit to identify gaps in knowledge.

Students are also encouraged to keep a weekly diary with contemporary case studies linked to their units. Finally, students are given directed study tasks to support them for study periods.



Building Links and Connections:

There are strong links between Politics, Sociology Geography, Economics and History, especially in the understanding of the structure and system of governments, law and decision making, the chancellor, democracy and suffrage.

Community links - One of main the aims for the department is to build on community links. We are keen to host events and work collaboratively with other schools in the area.

September 2019 David Drew held a session in our shared lecture space on Brexit where Archway, SHS and TK attended.

October 2019 visiting author – Glyn Ford (ex marlingtonian) '*Talking to North Korea*' KS4 and KS5

November 2019 Marling held the political hustings of all stroud election candidates. KS3,KS4 and KS5

October 2020 Marling hosted the life sized lego model 'Hope' the suffragette, promoting democracy for all with the aim to open a dialogue of equality amongst students as well as celebrating our second year of our co-educational Sixth Form. Siobhan Baillie Conservative Stroud MP visited.

Marling Perspective podcasts are produced on a fortnightly basis and aired on spotify and apple.



CURRICULUM STATEMENT

Department: Psychology

Key Stage: KS5

Scope:

Marling School follows the AQA syllabus at A level for Psychology. It is an exciting syllabus which was heavily updated during the review of A levels, providing a much more up to date look at the human mind and behaviour. Although the main topics have remained from the previous syllabus, it enabled us to select new and highly engaging options in year 13, such as the Forensics topic. It also allows the students to engage with modern subtopics within traditional areas. For example, within the traditional topic of Relationships, processes such as relationship formation/maintenance/breakdown are still discovered, but students now also investigate virtual relationships (the impact of online dating) and parasocial relationships (the bond a fan can develop for their celebrity idol). The AQA syllabus is particularly well suited to Marling as it breaks down the content into a range of key topics, matching the format in which most Universities deliver their first year course. With such a high proportion of Marling students going on to degrees after A level, this course is excellent in preparing those that choose to take their study of Psychology further.

A number of A level students choose to study Psychology at A level, without intending to take it further. It is an excellent third subject for students hoping to maintain their core subject skills, whilst developing knowledge of an exciting new subject. The A level helps students to maintain their knowledge of Maths (through the mathematical content, which was increased when the new syllabus was created), Science (through the detailed study of research methods) and English (through the extended writing of essays). This allows students to demonstrate the full range of core skills when applying for their next life stage, at university or work, without having had to study them as an individual subject.

Although a number of Psychology GCSE students come through to the A level course, the vast majority of students have no prior experience of the subject. The syllabus and its delivery is designed with the assumption of no prior knowledge and is structured to ensure all students develop the required skills and knowledge over the 2 year program.

As this is an exam based subject, students are required to develop their knowledge and understanding of all content on the syllabus. The syllabus and requirements of a new subject ensure that all students are stretched and challenged by the content. Delivery of the lessons allows all students to reach for the top and aim for an A*. Teachers work with students with SEND needs and those struggling to adapt to a new subject, to help them to target essential content and make the volume of content more manageable. They support the process of developing new exam skills through the use of writing scaffolds, one-on-one support and exemplars, slowly removing the support as students grow in skill and confidence.

A key element of the A level course is developing students' knowledge of 3 core skills – description, application and evaluation. Students are introduced to these skills straight away as they start the course and then they are practiced and strengthened through applying them to each topic. Evaluation is the more challenging of skills and so students are taught a clear structure to help them to evaluate research and theories in the best way to achieve marks against the mark schemes. The use of a PEE chain structure allows students to ensure they are demonstrating specific and detailed knowledge, whilst elaborating and making clear their deep understanding of the content. Students with prior knowledge are asked at times to work as lead learners, challenging their own understanding by explaining it to others. They are also encouraged to develop the sophistication of their evaluation quicker than those without prior knowledge, so that they don't feel their own learning has remained static.

Powerful Knowledge & Skills:

A key element to the Psychology A level is developing an ability to assess the worth of research. Students are introduced to 2 acronyms (GRAVE and SCOUT) which are outlined in the early stages of the course. This introduces them to a range of key terminology which they will need throughout the course. The acronyms give them a selection of topics which allow them to consider the strength of a current piece of research or theory. It enables them to judge both the validity of the concept, application in the wider world and reliability. The Psychology scheme of learning ensures these evaluation aids are revisited regularly throughout each topic, allowing the teacher to slowly remove support and encourage students to begin to evaluate on their own.



The Psychology department make use of various tools to support retention of knowledge. In year 12 this focuses on developing exam skills and the importance of reviewing old knowledge, while in year 13 it drives the process of revision. In year 12 students complete small exam questions regularly, allowing teachers to review key content, but also expose students to a wide range of styles of exam questions. Exam based home works are set to either prepare for a particular topic area or complete the exam question. Students do these in a mix of timed/relaxed, open/closed book scenarios so that they can gradually develop their confidence in tackling them. Starters are then used in the classroom to share exemplar answers and mark schemes so that students can either peer or self-mark in confidence. This allows students to review old knowledge regularly, but also develop confidence in their understanding of question phrasing/mark schemes. During end of topic tests students revise the current topic, but also an old topic. An end of topic test includes 24 marks from the current learning, to match a section of the exam paper, with an additional 6 marks from a historic topic. This encourages review of old content and also allows the teachers to revisit challenging concepts and give additional opportunities to address misconceptions.

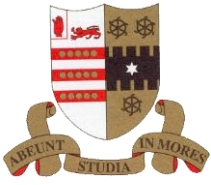
In year 13 the students follow a program of low risk, high frequency tests on a fortnightly basis. These tests are based on quick answer, knowledge questions, enabling students to check their retention of previous knowledge and trigger additional revision. Students are provided with a timeline of topics at the beginning of the year, allowing them to plan their revision in advance and ensure all content has been covered by the end of the year. Results are not gathered from the tests, allowing students to personalise how they tackle them. Student voice has shown how some students revise the content prior to the test and then use the test to check their retention, whilst others use the initial test to assess retention of prior learning and then use the outcome to inform priorities in their revision going forward. Whilst reviewing the answers of the test, this gives the teachers opportunity to discuss common misconceptions, traditional errors in exams and problem solve queries from students.

Building Links and Connections:

The Psychology A level includes a vast number of pieces of research that need to be learnt and evaluated. Students can often feel overwhelmed by the volume and so a key focus within teaching the course is to allow students to make connections and allow them to realise that not all content is new.

One way in which this is done is through the order of teaching. Year 12 students start by covering the topic of Approaches. Approaches introduces students to the history of psychology and the different schools of thought in explaining behaviour and core theories from within each. Every further theory within the course is rooted in one of the approaches and so many theories are seen multiple times, explaining a different behaviour each time. A prime example of this is Classical and operant conditioning from the Behavioural approach. These theories are then seen again within Attachment (how babies form an attachment to their primary caregiver), Psychopathology (how phobias are developed and treated), Relationships (how relationships are maintained) and Forensics (the use of token economies in prison). By making these connections explicit to students, it allows students of a new subject to feel confident that they are developing prior knowledge, whilst also improving their long term retention by developing a greater number of connections between memories.

The research methods, examined in paper 2 but also embedded throughout, has clear and direct links to knowledge gained through lower school science lessons. When tackling content that students have seen before in science, teachers use activities such as starter tasks which require students to recall experiments they have completed in the past and identify key terms, such as independent variable and dependent variable, before moving on to see how these concept are used within psychological research.



CURRICULUM STATEMENT

Department: Religious Education

Key Stage: 5

Scope:

In Religious education we work hard to ensure that the subject provides our scholars with a deep and rich understanding of the world in which they live. The aims of the department for KS4 are as follows:

- Developing intellectually virtuous thinkers who are openminded, critical and analytical in their approach to philosophical issues, ethical problems, religious and non-religious beliefs and practices.
- Developing understanding in students of religious teachings, texts, and other sources of authority encouraging thoughtful and reflective learning about our pluralistic world, its living faiths including humanism, and key issues in relevant today in ethics and philosophy.
- Developing encounters with differing perspectives: developing empathy, sympathy, and moral integrity in inquisitive learners.
- Developing powerful speakers and writers who engage civilly but robustly, conveying their ideas and arguments with confidence, clarity and eloquence in speech and writing; encouraging a confident and flexible analysis of religious texts and teachings.

The Religious Education department follow the Edexcel examination board for GCE Religious Studies A level.

Component 1 (Philosophy):

- 1. *Philosophical issues and questions:*
 - o *Ontological argument for the existence of God*
 - o *Teleological argument for the existence of God*
 - o *Cosmological argument for the existence of God*
- 2. *The nature and influence of religious experience*
- 3. *Problem of evil and suffering*
 - o *The logical Problem*
 - o *The theodicies of Augustine, Irenaeus*
 - o *The free will defence*
 - o *Process Theology*
- 4. *Philosophical language*
 - o *analogy, symbol, language games, verification, falsification*
- 5. *Works of scholars (Critiques of religion)*
 - o *Marx, Fred, Dawkins, Postmodernism*
- 6. *Influences of developments in religious belief:*
 - o *Religion and science debates- conflict or complementarity, miracles*
 - o *Life after death- the immortality of the soul, resurrection, rebirth, reincarnation, and arguments from Plato, Aristotle, Dualism, and Materialism.*

Component 2 (Ethics):

- 1. *Significant concepts in issues or debates in religion and ethics:*
 - o *Equality*
- 2. *A study of ethical theories:*
 - o *Utilitarianism*
 - o *Situation Ethics*
 - o *Natural Moral Law*
- 3. *Application of ethical theories to issues of importance:*
 - o *Sexual ethics*
 - o *War and Peace*
- 4. *Ethical language*
- 5. *Deontology, Virtue Ethics and the works of scholars*
- 6. *Medical ethics: beginning and end of life issues (abortion, euthanasia etc.)*



Component 3 (World religion: Buddhism):

- 1. Religious beliefs, values and teachings
 - o The four noble truths
 - o The three marks of existence and five aggregates
 - o The three refuges
 - o The five precepts
- 2. Sources of wisdom and authority:
 - o The Buddha
 - o The Tripitaka
- 3. Practices that shape and express religious identity:
 - o Theravada
 - o Mahayana
 - o Meditation
- 4. Social and historical developments:
 - o The Spread of Buddhism- Zen, Pureland
 - o Triratna
 - o Gender
- 5. Works of scholars
 - o A comparative study of Bodhisattva in AL Basham and Rahula
- 6. Religion and society:
- Challenges of multi-faith societies, pluralism, religious freedom and interfaith
- Dialogue
- Challenges of the secularisation and the modern 'Western' world
- Science and Buddhism

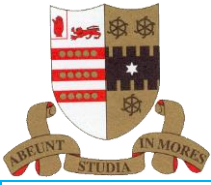
Students are mostly prepared for the knowledge, understand and skills assessed at A level in KS4, which are built upon throughout Years 12 and 13. This means that whilst the religious, philosophical and ethical teachings, and issues may be new to students, the way in which they write about them will be mostly familiar, and students can focus on building upon skills rather than establishing them (e.g. analysis of language, embedding context links, using terminology, etc.). The only new assessment objective at A level is AO2, synoptic linking. This new skill is referred to and built upon throughout KS5 and in order to prepare students for this new skill, students are given explicit examples throughout their early studies before they are asked to practice it.

Challenge is provided for more able students (aiming for grade A*/Oxbridge) through differentiated tasks, and by providing them with exemplar material that goes beyond A level. Students are also provided with critical material which enhances and stretches their own knowledge and understanding, regardless if AO5 is assessed for that particular component. SEND students are equally supported in a variety of ways, including writing frames and implementation of individual education plans.

Powerful Knowledge & Skills:

Religious Education is a subject that is both knowledge and skills-based, and therefore prior learning is continually revisited and built upon. The aspects of the A level course that do require specific learning of key material, include for example:

- Quotations from sources of wisdom and authority in the relevant religious system e.g. the Bible, the Quran, the Dhammapada, the church's creeds, the hadith, liturgies, extra canonical texts like the questions of King Milinda.
- Subject specific vocabulary from specific religious contexts e.g. omnipotence, the trinity, the resurrection, the judgement day, Prophethood, predestination, the Buddha, enlightenment, Dukkha, Nibanna, middle way, ahimsa, Buddhahood, karma, rebirth, dependent origination, Sunyata, Magga, Theravada, Tripitaka, Suta Pitaka, Vinya Pitaka, Abhidharma Pitaka, Sangha, Dhamma, Meditation, Vipassana, Visualisation, Zen, Chanting, Mantra.
- Subject specific vocabulary from specific Philosophical and Ethical issues e.g. Equality, Feminism, Racism, Civil Rights, Green Theology, Euthanasia, cohabitation, same sex marriage, human rights, teleology, analogy, the



anthropic principle, causation, contingency, necessity, principle of sufficient reason, Kalam, Anselm, perfect being theology, perfections, predicate, brute fact, instantiation, modal ontology, religious experience, William James, Noetic, conversion, mystical experience, evil, theodicy, Augustine, process theology, Epistemic Distance, Free will defence, omnipotence, analogy of proportion, analogy of attribute, symbol, language game, Atheism, agnosticism, projection, miracle, soul.

The way in which students are assessed on the above knowledge and understanding however is predominantly skills-based in terms of short and longer extended writing therefore such skills are taught from KS3 /-KS4 and regularly revisited in each SOW to enable knowledge and long-term retention. The GCSE course is knowledge heavy and so our course design and planning has adapted to reflect this. Our lessons often begin with a low stakes, high frequency retrieval practice. Using such low-stakes mastery quizzes throughout the year helps thus to re-visit the specific learning of key material outlined above (e.g. quiz on previous context covered, etc.). This is done via smaller tasks and also regular assessment. These are engineered to retrieve information from prior learning that has links to or will be useful in the current teaching unit, and later in the course to target weak areas for revision. Bespoke knowledge organisers, catechisms with topic tests and floor standard booklets written for our teaching course to ensure that key knowledge is targeted and regular knowledge quizzes ensure that teachers can identify and fill gaps.

Homework is also set that requires student to practise the skills and gain key knowledge to include an element of revision right from the start of the GCE course, to encourage overlearning and good revision strategies and habits. Regular assessments don't just test the recent "topic" but include content from earlier in the course - distributed practice which encourages no opt out revision. A shared resource drive allows students a huge range of revision opportunities. This makes sure that progress isn't just about what they know but how they use it and the progress they are making.

Assessment for all three of the alevel components in GCE Religious Studies is in line with examination requirements and based upon example questions. Whilst assessment provides a summative grade, it is used in a formative way to inform future learning. Students are taught and encouraged to see how the Synoptic links and skills cross-over between topics e.g. an assessment on *Virtue Ethics* might provide a target of improving argumentation and evaluation by zooming in on key strengths and weakness of the Mahayana Parimitas or perfections in Buddhism, or if Nargaunas idea on emptiness that has been applied in Buddhist ideas of science is a coherent idea; students then apply these A02 'evaluation' and 'synoptic' skills in their study of other areas and topics e.g. Theravada *Buddhist teaching about Nibanna* or *Christian beliefs about life after death*.

Building Links and Connections:

The focus on developing key concepts and skills from KS3, through KS4 and into KS5, means that students in religious Education are consistently building links and connections. Examples of topics introduced earlier that lead to later connections, for example:

- Buddhist teaching on the three poisons in the 'wheel of life' (Year 9) → Dukkha and its cause in the three types of Tanah (Year 11) → The Four Noble Truths as understood by Theravada and Mahayana (Year 12)
- The problem of suffering (Year 8) → The book of Job (Year 10) → The theodices of Augustine and Irenaeus (Year 11) and Anthology work on JL Mackie's rebuttal of the free will defence Year 12
- Christian beliefs about Jesus divinity (Year 7) → Arguments and debates about the two natures of Jesus and Miracles (Year 13) → Religious Language (Year 13)

When teaching topics in KS4, teachers make explicit reference to the relevant topics studied in KS3 to make connections and build knowledge.



CURRICULUM STATEMENT

Department: Sociology

Key Stage: KS5

Scope:

Marling School follows the AQA syllabus at A level for Sociology. It is a broad syllabus which introduces students to a number of key sociological concepts which are most applicable to the students' everyday lives. With the core topics like Education and option topics like Families and Households, it allows students to develop their knowledge, of what is often a new subject, within the context of institutions they have a detailed personal experience of. With a key focus in the syllabus on research methods and sociological theory, students are well prepared by the A level to go on and tackle their first year of degree.

As this is an exam based subject, students are required to develop their knowledge and understanding of all content on the syllabus. The syllabus and requirements of a new subject ensure that all students are stretched and challenged by the content. Delivery of the lessons allows all students to reach for the top and aim for an A*. Teachers work with students with SEND needs and those struggling to adapt to a new subject, to help them to target essential content and make the volume of content more manageable. They support the process of developing new exam skills through the use of writing scaffolds, one-on-one support and exemplars, slowly removing the support as students grow in skill and confidence.

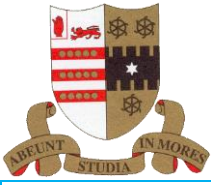
Sociological perspectives reappear throughout the course, allowing students to see how different areas of society can be explained in a multitude of ways, depending on a theorist's underlying beliefs about the world we live in. For example, from the functionalist approach, students learn about the organic analogy and later see how this can be applied to the functions of family units, the education system or criminal justice system. These explanations will vary greatly from Feminist thinkers who will discuss these topics from a completely different stand point. The exam board allows students to make use of contemporary examples, so as well as making links across topics, students are encouraged to make links between the content they are learning within lessons, to things they see in society around them. New articles, current policy changes by government and more are can all be linked to the course content and gain students credit in the exam room.

Powerful Knowledge & Skills:

The A level course begins with an introductory scheme to allow students to develop a shallow but broad understanding of the range of topics that will be covered. Although some students begin the A level with GCSE knowledge, the majority of students on the course have no formal study of Sociology. This introductory scheme is designed to give them a base knowledge, from which to grow their understanding as the course continues. It also allows students to recognise the great use of their general knowledge, that they have already gained in their life, and how it has many connections to the course they are about to begin.

The Sociology department make use of various tools to support retention of knowledge. In year 12 this focuses on developing exam skills and the importance of reviewing old knowledge, while in year 13 it drives the process of revision.

In year 12 students complete small exam questions regularly, allowing teachers to review key content, but also expose students to a wide range of styles of exam questions. Exam based home works are set to either prepare for a particular topic area or complete the exam question. Students do these in a mix of timed/relaxed, open/closed book scenarios so that they can gradually develop their confidence in tackling them. Starters are then used in the classroom to share exemplar answers and mark schemes so that students can either peer or self-mark in confidence. This allows students to review old knowledge regularly, but also develop confidence in their understanding of question phrasing/mark schemes. The department also make use of web based revision resources such as Seneca. By the setting of assignments, students can carry out quick and regular revision. These are used as part of the preparation process for and end of topic test, but also to engage students in revision of old content.



In year 13 the students follow a program of low risk, high frequency tests on a fortnightly basis. These tests are based on quick answer, knowledge questions, enabling students to check their retention of previous knowledge and trigger additional revision. Students are provided with a timeline of topics at the beginning of the year, allowing them to plan their revision in advance and ensure all content has been covered by the end of the year. Results are not gathered from the tests, allowing students to personalise how they tackle them. Student voice has shown how some students revise the content prior to the test and then use the test to check their retention, whilst others use the initial test to assess retention of prior learning and then use the outcome to inform priorities in their revision going forward. Whilst reviewing the answers of the test, this gives the teacher opportunity to discuss common misconceptions, traditional errors in exams and problem solve queries from students.

Building Links and Connections:

Sociology sits within the Humanities and although students study the subject with a wide range of others, it shares many links with the exam writing style of History. In combination with online sociology resources, we have worked with the History department to develop our teaching of argument essays. Students are shown ways to develop their own opinions and to express these within their writing, rather than sitting on the fence. This allows for a more direct answer to be given to exam questions, and requires embedded evaluation and analysis, which helps students to reach higher mark bands.

The order of teaching is designed to help students to build links between topics. Year 12 are taught Education and Research methods at the same time, by different teachers. They then move on to the topic of Methods in Context, where they are required to bring the two topics together and apply their research methods knowledge specifically to an educational context. Application to an unseen scenario is a challenging skill for students and so this area is visited multiple times within the year, to help them to revisit and secure skills.