



THE
MARIST
SCHOOL
ASCOT

A LEVEL
OPTIONS BOOKLET
2023-2024

ACADEMIC
RIGOUR

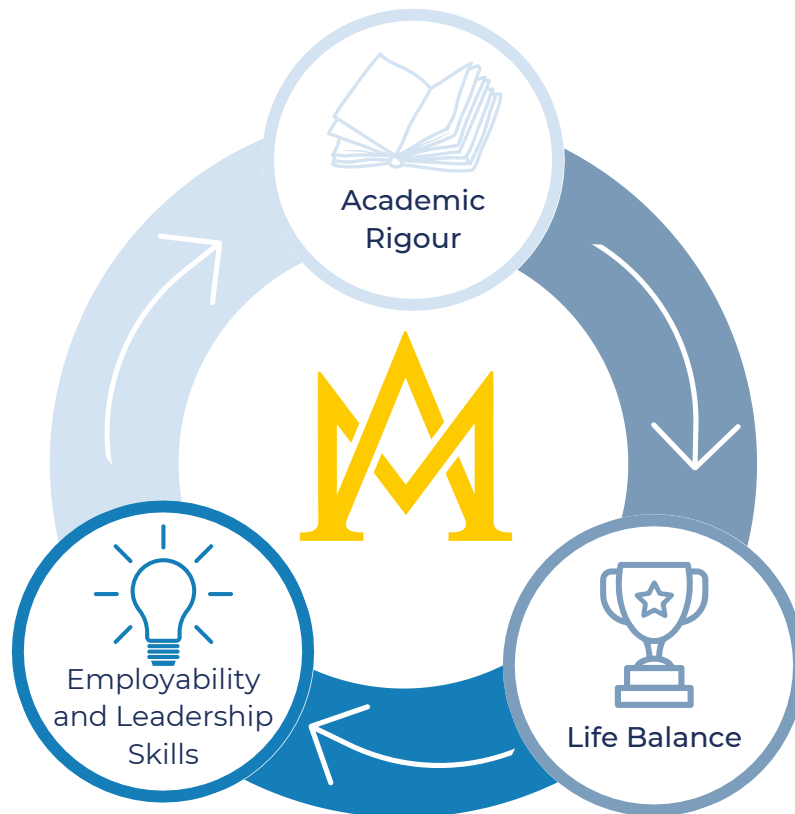
EMPLOYABILITY & LEADERSHIP
SKILLS

LIFE BALANCE

WELCOME

INNOVATIVE, AMBITIOUS AND SELF-AWARE LEADERS OF THE FUTURE

Welcome to The Marist VI Form! We are extremely proud of our VI Form; we have a strong focus on excellence which extends beyond the classroom. Consequently, when our students leave us at the age of 18, they are ready to become successful young adults of the 21st Century.



ACADEMIC RIGOUR

- A Level curriculum - 3 A Levels
- EPQ
- Enrichment options including:
 - ICT
 - CAFOD Young Leaders
 - Talented Athlete Development Programme
 - Diploma in Business French

EMPLOYABILITY AND LEADERSHIP SKILLS

- Tycoon Enterprise Competition
- Posts of Responsibility
- Duke of Edinburgh Gold
- Comprehensive careers programme including InvestIN workshops, work experience and interview skills
- Access to UniFrog for university guidance
- Links with universities

LIFE BALANCE

- Extensive co-curricular programme
- Social events
- Fundraising opportunities
- Volunteering within the community and abroad
- Regular sport fixtures
- World Challenge
- A wide variety of trips

Through our **academic rigour**, our students achieve highly and well beyond their potential. Our examination results at A Level show a proven track record of excellence and **we are regularly in the top 1% of schools nationally**. Small classes and a strong relationship between teacher and student helps to maximise learning.

We have an ambitious and innovative A Level curriculum, which includes taking an EPQ and an Enrichment Qualification alongside 3 A Levels. Our Enrichment Programme includes ICT, CAFOD Young Leaders, Talented Athlete Development Programme and The Diploma in Business French from The Paris Chamber of Commerce and Industry. Within the curriculum, students will also complete MOOCs, which are courses that provide students with the opportunity to extend and broaden their knowledge in areas of interest to them.

We also offer further experiences that students can complete to supplement their academic study and enhance their employability skills, which is the second thread in our VI Form identity. Such opportunities include the Tycoon Enterprise Competition, DofE Gold Award,

university visits, career advice and workshops with professionals.

We encourage all VI Form students to take a leadership role, and the opportunities are vast, ranging from Head Students and Subject Captains to House Captains and Wellbeing Captain.

Our pastoral care is outstanding with small tutor groups fostering strong relationships with tutors who really care. Personalised and professional UCAS guidance and preparation ensures that all our students achieve first or second choice universities.

With such a busy lifestyle, we encourage our students to have 'Life Balance', the third thread to our VI Form identity. All students volunteer in the community and we are running World Challenge in Summer 2025. We also hold regular social events within our own sixth form and with other schools, teambuilding events, and we have an extensive school co-curricular programme which includes book club, team building, yoga and performing arts.

We really do have something for everyone:

- Academic Rigour
- Employability and Leadership Skills
- Life Balance

We look forward to welcoming you to
The VI Form at The Marist.



JOINING THE MARIST VI FORM

DATE

20 June 2023 VI Form Taster Day

September 2023 Details of VI Form application, scholarship forms and A Level options booklets sent out

6 October 2023 VI Form Taster Day

12 October 2023 VI Form Open Evening

October/November 2023 Opportunity to meet the Head of VI Form to discuss VI Form and option choices

17 November 2023 Deadline for VI Form application and Scholarship application

22 November 2023 Academic Scholarship testing

4 December 2023 Scholarship Auditions / Assessments for Art, Drama, Music and Sport

15 December 2023 Offer letters sent to students including scholarship awards

9 February 2024 Deadline to accept VI Form place

August 2024 Following examination success, places and subjects reconfirmed



ART

Course Aims The aim of the course is to develop artistic skills and to pursue the appreciation of art in its widest sense. Students will study different artists and cultures and make personal responses to those studies.

Head of Department: Ms R Ellwood – rellwood@themarkist.com

Examination Board: AQA

Specification: 7202

Component 1: The course is introduced to students through an initial explorative project. Practical skills will be developed through experimentation with a range of mediums. Students are required to produce a collection of work based around the theme, showing understanding of project organisation, research and development.

Students will also complete a personal investigation in their second year and are required to produce a practical investigation and a written study of 1000 – 3000 words linked to the project work. The project title is submitted by the student and an extended assignment of work will be developed, culminating in a creative conclusion.

Component 2: Component 2 is the externally set assignment in which students respond to one of eight starting points set by the exam board. Work is undertaken between February and May to produce a collection of work, usually in a sketchbook and culminating in 15 hours of supervised time in which they are expected to fully realise their ideas.

Exam A Level	% of GCE	Details
Personal Investigation - Component 1	60%	Students complete a singular project based on their own starting point. Using a sketchbook as a research journal, students embark on developing the title through the process of drawing and recording using traditional and non-traditional methods, artist research, culminating in a final outcome.
Personal Investigation - Component 2	40%	Students will be assigned their examination papers in February and will respond to one of eight questions. Students will produce a collection of work, usually in a sketchbook and complete a final creative piece in the allocated exam time of 15 hours.

Careers A Level Art provides students with a unique skill set, combining visual communication together with analytical thought processes. By blending technical skills with a strong emphasis on conceptual practices, it provides a strong foundation for students wishing to embark on careers in architecture, graphics, visual merchandise, media management, marketing, animation, landscape architecture, interior design, advertising, fashion and product design.

Trips Year 12 and 13 trip to Tate Britain to support the beginning of the External Assignment and a trip to Cornwall in 2025 to explore the Barbara Hepworth Museum and surrounding seascapes.

BIOLOGY

Course Aims

Biology is fundamentally an experimental subject. The course specification provides numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need.

Head of Department:

Mrs A Costello - acostello@themarist.com

Examination Board: OCR

Specification: OCR Biology A H420

Component 1:

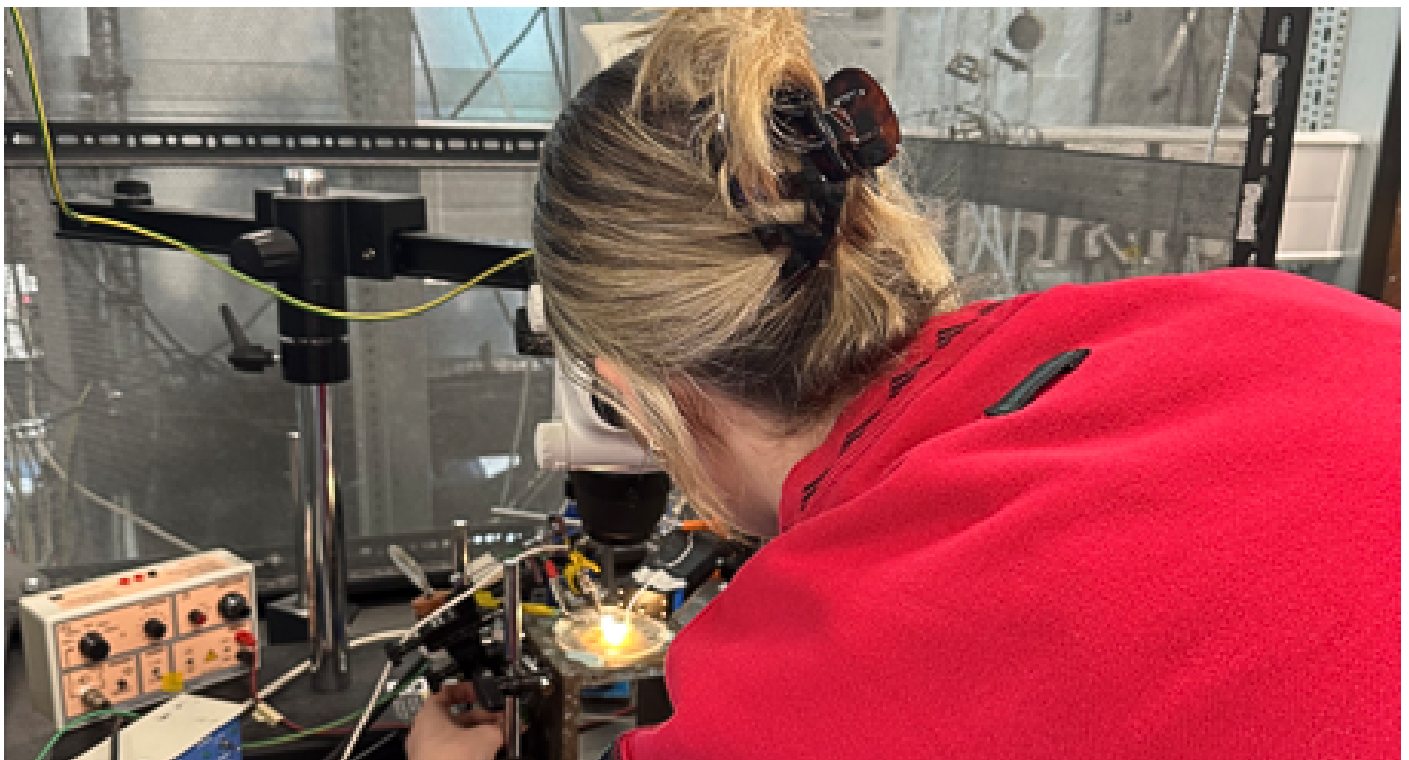
Topics 1-4 are covered in Year 1 and take an in-depth look at biological molecules, cell structure, how organisms exchange substances with their environment, and also genetics and variation. As well as looking into these topics in detail, there is also a focus on maths skills and a wide range of practical work to put the theory into context.

Component 2:

Topics 5-8 are studied in Year 2 starting with energy transfers, how organisms respond to their environment, genetics and populations as well as the control of gene expression. The new specification means the work being covered is up-to-date and relevant to the technologies that are being used in research today.

Practical Endorsement:

The assessment of practicals is now a compulsory part of the course. The skills are examined in the exam papers, as well as students receiving a separate certificate recognising the skills they have achieved. Students are assessed on their ability to follow written procedures, safely use equipment and observations. The practicals are wide-ranging from dilutions, investigating enzyme action and there is also the opportunity for dissections.



BIOLOGY

Exam A Level	% of GCE	Details
Paper 1	37%	Biological processes covering units 1, 2, 3 and 5. 100 Marks, 2 hours 15 minutes written paper.
Paper 2	37%	Biological diversity covering units 1, 2, 4 and 6. 100 Marks, 2 hours 15 minutes written paper.
Paper 3	26%	Unified Biology covering units 1-6. 70 Marks, 1 hour 30 minutes written paper.

Careers Biology is a facilitating subject, opening the door to many university courses and careers. Students have gone on to study a wide range of subjects at university including medicine, engineering, sports science and pharmacy and teaching.

Trips Each year, we attend the Royal Holloway 'Rare Disease Day'. This gives students an insight into how the genetics theory they are learning is being applied to curing diseases, as well as attending lectures and a laboratory session. We will also be running an ecology field trip on a bi-annual basis as well as a joint trip to Iceland with the Geography department.



BUSINESS

Course Aims

The aim of the Business course is to develop an interest and enthusiasm for the study of enterprise and the integrated nature of business activity. Students will understand how different types of businesses are organised, financed and operated and will become adept at developing and applying knowledge, application and analysis to contemporary business issues. Students will consider a wide range of businesses backgrounds both nationally and globally in scale and context.

Head of

Department:

Miss A Price - aprice@themarist.com

Examination Board: Edexcel

Specification:

9BS0

Component 1:

Marketing and People

Students will study the market, including meeting customer needs and the marketing mix and strategy. They will consider how businesses manage people and how entrepreneurs are leaders.

Managing Business Activities

Theme two starts with a study of financial planning, considering how businesses raise and manage finances. The management of other resources and external influences on business are considered.

Component 2:

Business Decisions and Strategy

Students' understanding of businesses is developed through considering business objectives and strategies and methods of business growth. This entails decision-making techniques and further influences on business decisions. Students will assess competitiveness and how businesses manage change.

Global Business

The wider world is considered through globalisation, global markets and business expansion and how global marketing is conducted by global industries and companies (multinational corporations).

Exam A Level	% of GCE	Details
Marketing, People and Global Businesses	35%	The paper comprises two sections. Questions will be drawn from Themes 1 and 4 and from local, national and global contexts. The exam is comprised of data response questions and one extended open-response question.
Business Activities Decisions and Strategy	35%	The paper comprises two sections. Questions will be drawn from Themes 2 and 3 and from local, national and global contexts. The exam is comprised of data response questions and one extended open-response question.
Investigating Business in a Competitive Environment	30%	This paper assesses content across all four themes and questions are drawn from local, national and global contexts. Edexcel issues a pre-released context document, which requires students to study a particular market before the exam. The paper consists of two sections, each with data response questions and one extended open-response question.

BUSINESS

Careers

A Level Business is the beginning of a journey into a highly satisfying career. All industries need strong leaders, managers, financial advisors and market-savvy decision-makers. For many business graduates, however, the traditional pathways still hold a strong appeal, including careers in the banking and financial sectors, consultancy, human resources and marketing roles. Alternatively, if working for someone else does not appeal to you, then A Level Business also helps to develop skills that will be useful when setting up your own business.

Trips

Marist students have visited Sky, The Henley Business School, Mini and Legoland, amongst others, and have attended tailored revision conferences. Students will also have the opportunity to participate in the Tycoon Enterprise Competition.

“

The VI Form at The Marist has helped me grow into a confident, strong woman by providing me with an excellent environment that encourages me to learn and to share my opinions. Not only that, but due to the team building activities and social events that we have at The Marist VI Form, I believe that I have made friendships that I will treasure forever.

”



CHEMISTRY

Course Aims OCR A Level Chemistry is a content-led approach, where the specification is divided into topics, each covering different key concepts of chemistry. Teaching of practical skills is integrated with the theoretical topics and they are assessed both through written papers and the Practical Endorsement.

Head of Department: Mr N Lang - nlang@themarist.com

Examination Board: OCR A

Specification: H432

Component 1: Foundations in Chemistry

This module acts as an important bridge into AS and A Level Chemistry from the study of chemistry within science courses at GCSE level. This module provides learners with a knowledge and understanding of the important chemical ideas that underpin the study of A Level Chemistry: atomic structure, quantitative chemistry: formulae, equations, amount of substance and the mole, reactions of acids, oxidation number and redox reactions, bonding and structure.

Periodic Table and Energy

The focus of this module is inorganic and physical chemistry, the applications of energy use to everyday life and industrial processes, and current environmental concerns associated with sustainability. It provides understanding of the important chemical ideas that underpin the study of inorganic and physical chemistry.

Core Organic Chemistry

This module introduces organic chemistry and its important applications to everyday life, including current environmental concerns associated with sustainability.

Component 2:

Physical Chemistry and Transition Elements

The content within this module assumes knowledge and understanding of the chemical concepts developed in the 'Foundations in Chemistry' and 'Periodic Table and Energy' modules and builds upon them.

Organic Chemistry and Analysis

The content within this module assumes knowledge and understanding of the chemical concepts developed in the 'Foundations in chemistry' and 'Core organic chemistry' and builds upon them.

Practical Endorsement:

The assessment of practicals is a compulsory part of the course. The skills are examined in the exam papers, as well as students receiving a separate certificate recognising the skills they have achieved. Students are assessed on their ability to follow written procedures, safely use equipment, and their observations. The practicals are wide-ranging from titrations, investigating energy changes in reaction to determining the orders of reaction, as well as many organic syntheses.

CHEMISTRY

Exam A Level	% of GCE	Details
Paper 1 Periodic table, Elements and Physical Chemistry	37%	<p>This exam assesses content from the following modules: Development of Practical Skills in Chemistry, Foundations in Chemistry, Periodic Table and Energy, and Physical Chemistry and Transition Elements. The paper comes in two sections. Section A contains multiple choice questions. Section B includes short answer question styles (structured questions, problem solving, calculations & practical) and extended response questions</p> <p>This exam assesses content from the following modules: Development of Practical Skills in Chemistry, Foundations in Chemistry, Core Organic Chemistry and Organic Chemistry and Analysis. The paper comes in two sections. Section A contains multiple choice questions. Section B includes short answer question styles (structured questions, problem solving, calculations & practical) and extended response questions.</p>
Paper 2 Synthesis and Analytical Techniques	37%	<p>This assesses content from across all teaching modules from both years. Question styles include short answer (structured questions, problem solving, calculations and practical) and extended response questions.</p>
Paper 3 Unified Chemistry	26%	

Careers

Chemistry A Level can open so many doors for you in the future. It is seen, and quite rightly so, as a challenging, academic and rigorous A Level that will impress a lot of universities and employers. Chemistry can lead to many careers in Healthcare such as Medicine, Pharmacy and Dentistry but is also extremely useful in careers in the Biological Sciences, Physics, Mathematics, Pharmacology and Analytical Chemistry. You also need Chemistry to study Veterinary Medicine. Almost every medical school in the country asks for A Level Chemistry. Chemistry is also taken by many Law applicants, as it shows you can cope with difficult concepts. Chemistry brings a nice balance to your studies if you are doing many arts subjects.



CLASSICAL CIVILISATION

Course Aims

A Level Classical Civilisation is designed to allow students to investigate and appreciate the history, culture, society, literature, drama, architecture and art of Ancient Greece and Rome. By doing this, students learn to develop and appreciate the influence of the classical world on today's society, which in turn helps to enrich the students' understanding of many areas of modern life. Students will develop the skills of critical thinking, analysis and evaluation by closely examining a range of literary, visual and material sources from Ancient Greece and Rome.

Head of Department: Miss M Parravano - mcristinaparravano@themarist.com

Examination Board: OCR A

Specification: H432

Component 1:

The World of the Hero

This component consists of an in-depth study of one of Homer's Iliad or Odyssey and Virgil's Aeneid. Students will examine what an ideal hero was and themes such as honour, reputation, death, mortality, wrath, reconciliation, portrayal of war, hospitality, the power of fate, the role of the immortals, relationships between men, women, parents and children, the role of women and the role of slaves. They will consider the political and cultural context in which the epics were written, including Augustan Rome. They will also explore the rich and diverse language of Homer and/or Virgil and the role of epic and oral poetry in ancient Greece and Rome. This component is solely focused on the study of literature in translation.

Component 2:

Culture and the Arts

Greek Art – The 6th-4th centuries BC saw a huge amount of change in the Greek world. The Greek Art unit follows the development of vase-painting and sculpture from their archaic beginnings and Egyptian influence through to the development of the High Classical period. The influence of this period of artistic development is still visible throughout our modern world. Students will both visually critique and evaluate artworks, alongside studying the variety of historical and cultural influences under which they were developed. Classical art covers religious, societal, historical and political contexts and thereby affords a fantastic window into the Ancient World.

Component 3:

Beliefs and Ideas Greek Religion

The study of Love and Relationship offers the opportunity for learners to recognise and relate to the passions, frustrations and delights of love in the ancient world. The ethical questions raised by these ideas continue to be wrestled over by successive generations and this unit will generate interesting and important discussions about love, desire, sex, sexuality, and the institution of marriage. Ancient ideas about men, women and marriage enable learners to discuss the reality of love and relationships in everyday life. Throughout this material, learners will be able to draw comparisons and make judgements about ideal and reality, and the nature of 'right' and 'wrong' ways to love or be loved. The study of poetry forms the second half of the unit. Sappho provides a link between the Homeric poems and the literature of 5th and 4th century Athens. She is one of very few female voices from the ancient world; the context of her life is fascinating, and her verse is powerful and evocative. Ovid offers a lighter presentation of relationships and concentrates on the fun and flirtation of budding romances.

CLASSICAL CIVILISATION

Exam A Level	% of GCE	Details
World of the Hero	40%	<p>Section A focuses solely on Homer – students answer a range of questions on their set text including stimuli questions and essays. Section B contains similar style questions on Virgil's Aeneid. Section C contains a stimulus question in which students draw on both a passage from Homer and one from Virgil; and a choice of essays.</p> <p>Section A is compulsory and involves a short answer question and commentary questions responding to two stimuli from the prescribed sources (of differing types) and a shorter essay question. Section B contains a choice from two essays. In these essays students will be expected to make use of secondary sources and academic views to support their argument.</p>
Culture and the Arts	30%	<p>Section A is compulsory and involves a short answer question and commentary question responding to one stimulus from the prescribed sources and the same style of questions discussing an idea from one of the key thinkers and a shorter essay question. Section B contains a choice from two essays.</p>
Beliefs and Ideas	30%	
Careers		<p>At university, students can go on to study Classics, Classical Studies, Drama, English, History, History of Art, Philosophy and Politics. Cambridge and Oxford University take some students every year for its classics course who have not previously studied any ancient languages. It is also highly regarded by Russell Group universities. Classical Civilisation can lead on to almost any career as it develops many transferable and applicable skills, including: critical analysis and evaluation, perceptive thinking, insight into people, language and words, the art of persuasion and research skills. Many classicists have gone on to successful careers in law, the civil service, journalism, writing, accountancy and finance, business and politics and teaching and research.</p>
Trips		<p>Trips to the British Museum and the Cast Gallery in Cambridge enable students to see their prescribed visual sources first-hand. VI Form classical study days to other schools or universities are also offered. There is also the opportunity to see Greek theatre at a variety of universities, including King's College London, Warwick and Cambridge. In March 2018, A Level Classics students travelled on a joint Geography/Classics trip to the Bay of Naples, which included exploring Pompeii, Mt Vesuvius and Capri.</p>



COMPUTER SCIENCE

Course Aims

The aims of this course are to enable students to develop:

- computational thinking skills,
- an understanding of the main principles of solving problems using computers,
- an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communication and people,
- an understanding of the different methods of communication and the functionality of networks and the internet, and
- the skills necessary to apply this understanding to develop computer based solutions to problems.

Computer Science (AS) requirements:

Computer Science 6, Maths 6

Head of Department:

Ms C Broderick - cbroderick@themarist.com

Examination Board: Cambridge Assessment International Education

Specification: 9618 (Advanced Subsidiary Level)

Course Overview: Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. This course encourages the use of computational thinking which is developed using a structured approach that includes the use of programming and problem solving skills to provide solutions to real life problems. It requires the manipulation and storage of different types of data and the communication of solutions over networks. Students gain an understanding of how computer architecture, hardware systems, software, security measures, and communication systems provide the infrastructure required in an efficient and ethical way.

Students will get the opportunity to investigate not only the theory of Computer Science but also the practical side of programming, learning a range of programming paradigms. The syllabus supports opportunities for students to apply their skills in practical contexts that are required in the digital industry. They will use one of the world's most popular coding languages, Python, which is widely used in industry and is an in demand skills for programmers.

Exam A Level	% of GCE	Details
Paper 1: Theory Fundamentals	25%	Written Paper 1 hour 30 minutes
Paper 2: Fundamental Problem-Solving and Programming Skills	25%	Written Paper 2 hours
Paper 3: Advanced Theory	25%	Written Paper 1 hour 30 minutes
Paper 4: Practical	25%	On-screen Assessment 2 hours 30 minutes

DRAMA AND THEATRE STUDIES

Course Aims

The WJEC Eduqas A Level in Drama and Theatre offers a practical and challenging course of study which encourages you to:

- Develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre.
- Experience a range of opportunities to create theatre.
- Participate as a theatre maker and as an audience member in live theatre.
- Understand and experience the collaborative relationship between various roles within theatre.
- Develop the creativity and independence to become effective theatre makers.
- Analyse and evaluate their own work and the work of others.

Head of Department: Mrs G Van Ot - gvanot@themarist.com

Examination Board: Eduqas

Specification: A690QS

Component 1:

Theatre Workshop

Students reinterpret an extract from a published play text in the style of an influential theatre practitioner, therefore creating a truly unique and creative version of a known play. Students reflect on their rehearsals and influences in their written coursework (a creative log).

Component 2:

Text in Action

Students create two performances based on a choice of stimuli provided by the exam board. One performance is a devised piece of theatre in the style of a theatre company, genre or practitioner, whilst the second involves performing an extract from a published play in a contrasting style to the devised piece. Students reflect on the rehearsal process and evaluate the final performance in their coursework (a process and evaluation report).

Component 3:

Text in Performance

This is the written examination which is 2 hours and 30 minutes in length and consists of 3 sections. Section A involves answering two questions referring to a section from *Accidental Death of an Anarchist* by Dario Fo. Section B involves answering one question on how to interpret Ibsen's *Hedda Gabler* for a contemporary audience, and in Section C students are given an extract from *The Curious Incident of the Dog in the Night-Time* to answer questions on. All questions are from the point of view of an actor, a director or a designer. Students take a copy of the text into the exam for Sections A and B. Students must refer to live productions seen on the course to justify their responses for Sections B and C.

DRAMA AND THEATRE STUDIES

Exam A Level	% of GCE	Details
Theatre Workshop	20%	Students perform their creative re-interpretation of a script extract and submit a creative log reflecting on the process (internally assessed, externally moderated). Students perform their devised piece in one style and an extract from a play text in a contrasting style, both based on the stimulus provided. Students submit a process and evaluation report for each performance (externally assessed by visiting examiner).
Text in Action	40%	Written examination, 2 hours 30 minutes. Pupils answer three sections, each on a different set text studied on the course, live productions should be used to justify inspiration for ideas (externally assessed).

Careers The skills and knowledge gained by studying drama are widely sought after in higher education and the wider world. There are very few careers which do not require collaboration, analysis and creativity. Students will develop their confidence and ability to communicate. Past students have gone on to pursue successful careers in the media, the creative arts, law, journalism, education, and corporate industries.

Trips Students attend regular theatre trips, including backstage tours, and take part in workshops with external theatre companies and practitioners, as well as talks with artistic directors and actors.



ECONOMICS

Course Aims The A Level qualification is designed to help students develop critical awareness and understanding of individual works of literature, of relationships between texts, and of the significance of cultural and contextual influences upon readers and writers.

Head of Department: Ms A Price - aprice@themarist.com

Examination Board: Edexcel

Specification: 9ECO

Theme 1: Introduction to Markets and Market Failure

Students are introduced to the nature of economics and look at how markets work, what market failure is, and the various government interventions that can be used.

Theme 2: The UK Economy – Performance and Policies

Students study the measures of economic performance that the UK uses, including aggregate demand and supply, national income and economic growth. They then consolidate this in a study of macroeconomic objectives and policy.

Themes 1 and Theme 2 introduce the nature of economics, how markets work and why they fail and consider the role of government and the UK economy.

Theme 3: Business Behaviour and the Labour Market

Students will use their economics skills and knowledge to assess why businesses grow and their objectives. The revenues, costs and profits are studied. This is applied to the different market structure models and to the labour market. Government intervention in these markets is then assessed.

Theme 4: A Global Perspective

Students have the opportunity to make a comprehensive study of international economics, including poverty and inequality and emerging and developing economies. They then consider the UK and international financial sectors and the role of the state in the macro-economy. Themes 3 and 4 explore how businesses grow and compete, the labour market and how the government intervenes to make markets work better. International trade patterns and impacts, inequality within and between countries, emerging and developing economies, the financial sector and the public finances are also studied.

Exam A Level	% of GCE	Details
Markets and Business Behaviour	35%	Questions are drawn from Theme 1 and Theme 3. Section A: multiple-choice and short-answer questions. Section B: one data response question. Section C: one extended open response question (choice of one from two).
The National and Global Economy	35%	Questions are drawn from Theme 2 and Theme 4. Section A: multiple-choice and short-answer questions. Section B: one data response question. Section C: one extended open response question (choice of one from two).
Microeconomics and Macroeconomics	30%	Questions are drawn from all themes. Two data response questions broken down into a number of parts, each including one extended open-response question (choice of one from two for extended open response questions).

ECONOMICS

Careers

A Level Economics helps prepare students to handle modern life with a broad knowledge of how the world outside of school operates. But there are also a number of degree and career options where having A Level Economics is preferable and, in some cases, absolutely necessary. A Level Economics shows you have the ability to analyse and understand economics topics, as well as having sound numerical skills and essay-writing skills.

Possible career choices for A Level Economics include accountant, stockbroker, banker and online financial and business-related careers. However, most require a higher level of education. Your A Level Economics can lead you to degrees in Economics, Business Studies, Social Sciences and Engineering.

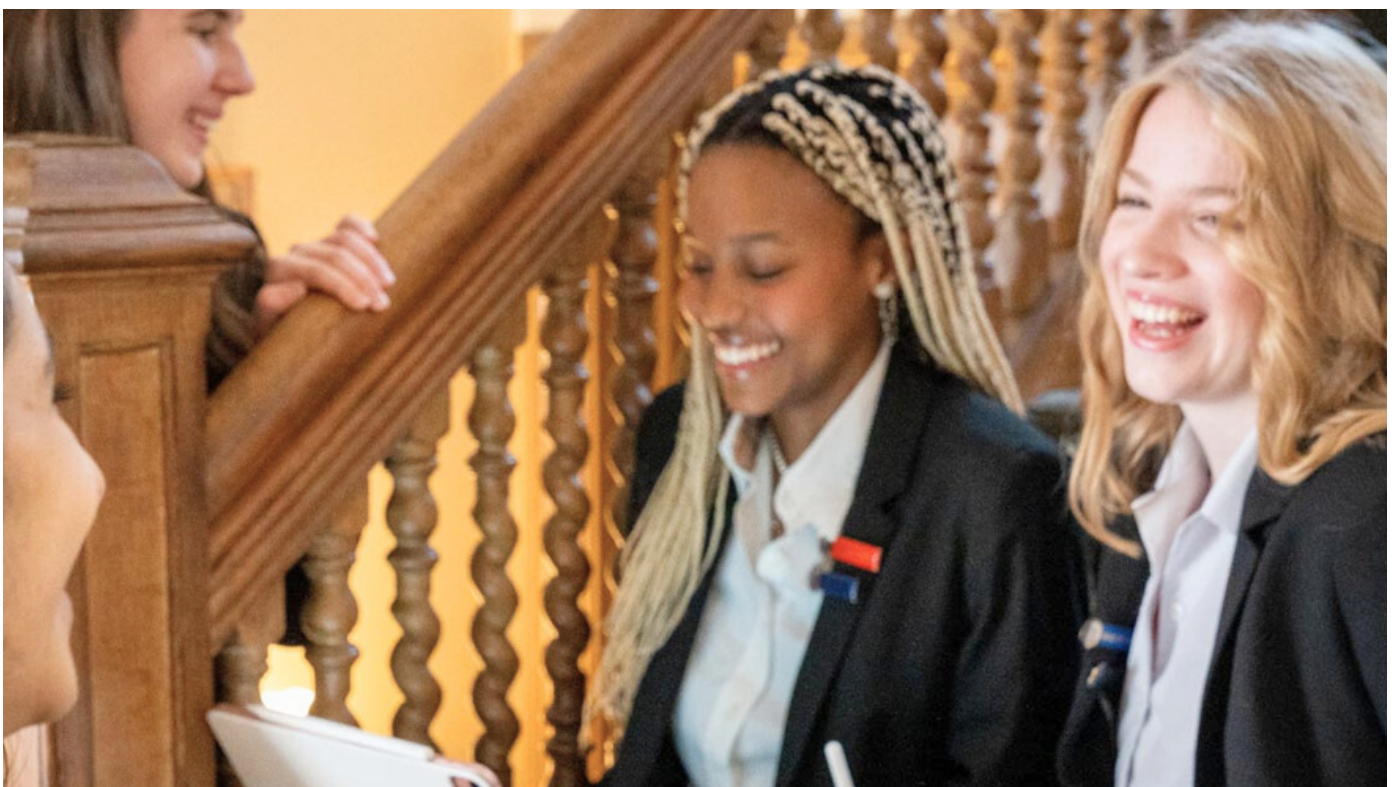
Trips

Marist trips include visits to BMW: Mini and Economics conferences. Students will also have the opportunity to participate in the Tycoon Enterprise Competition.

“

Back in September, I could never have imagined that our company would have raised £1,500 of revenue, built awareness of mental health issues, and learnt so much in just a few weeks. If you haven't taken part in Tycoon, you just don't realise what a sense of achievement and empowerment you get. It's an experience I'd thoroughly recommend.

”



ENGLISH LITERATURE

Course Aims

The A Level qualification is designed to help students develop critical awareness and understanding of individual works of literature, of relationships between texts and of the significance of cultural and contextual influences upon readers and writers.

Head of Department: Ms R Curtin - rcurtin@themarist.com

Examination Board: OCR

Specification: H472

Component 1:

Drama and Poetry pre-1900

Students will demonstrate a detailed knowledge and understanding of their chosen play. In Section 2, the texts have been chosen carefully so that they illuminate one another and so that learners are able to establish connections between their chosen texts from the genres of drama and poetry. Students are expected to demonstrate their appreciation of the significance of cultural and contextual influences on the writers, readers and/or audiences and be able to explore relationships between their chosen texts.

Component 2:

Comparative and Contextual Study

Students are required to explore contrasts, connections and comparisons between different literary texts within the context of a specific topic area (Gothic Literature). Students also respond to an unseen piece of Gothic Literature.

Component 3:

Non-exam assessment

Students are required to study three literary texts. The three texts must include one prose text, one poetry text and one drama text. These texts must have been first published or performed in 1900 or later and at least one of these texts must have been first published or performed in 2000 or later.

Exam A Level	% of GCE	Details
Drama and Poetry pre-1900	40%	Students answer two questions, one from Section 1 and one from Section 2. Questions in Section 1 consist of two parts: (a) and (b). In Section 2, students should answer one question from a choice of six.
Comparative and Contextual Study	40%	Students answer two questions from the topic they have chosen. One question asks students to analyse the language and structure present in an unseen text; the second question asks students to compare two texts in their chosen topic.
Non Exam Assessment	20%	Students have to develop critical analytical and evaluative skills in their own independently researched assignment. This assignment consists of a 1000 word close reading essay and a 2000 word comparative essay.

Careers

The list is endless. An English Literature A Level is widely-regarded as an academically rigorous course and all universities offer a huge range of courses which comprise modules in English Literature, ranging from single honours in the subject to such courses as English Literature with drama/theatre studies/film/a modern foreign language/business studies and many others.

Trips

Last year English Literature students attended lectures held by leading academics in Gothic Literature. Theatre trips related to texts studied are taken as appropriate.

GEOGRAPHY

Course Aims

The aim of the course is to excite students' minds, challenge perceptions and stimulate their investigative and analytical skills through fieldwork and independent research.

Head of Department: Miss K O'Gorman – kogorman@themarist.com

Examination Board: AQA

Specification: 7037

Component 1:

Section A: Water and Carbon Cycles

This section focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.

Section B: Coastal Systems and Landscapes

This section focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable.

Section C: Hazards

Focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy.

Component 2:

Section A: Global Systems and Global Governance

Focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.

Section B: Changing Places

This section focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, and the factors and processes which impact upon places and how they change and develop over time.

Section C: Contemporary Urban Environments

This optional section of our specification focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges the issues associated with them, in particular the potential for environmental sustainability and social cohesion.

Component 3:

Geography fieldwork investigation and geographical skills (4 days in total). Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. This data and the techniques used to gather the data shall be presented in the Non Exam Assessed (NEA) piece of work in Year 13.

GEOGRAPHY

Exam A Level	% of GCE	Details
Water and Carbon Cycles, Coastal systems and Landscape, Hazards	40%	Question types: multiple-choice, short answer, levels of response and extended prose.
Global Systems and Global Governance, Changing Places, Contemporary Urban Environment	40%	Question types: multiple-choice, short answer, levels of response and extended prose.
Non Exam Assessed	20%	Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

Careers The Royal Geographical Society (RGS) has published the following list of industries where opportunities await Geography graduates: Travel and tourism, the physical environment, the business world, development and global issues, the built environment, Society, Geographical Systems, Policy and government.

Trips Current trips include local field trips in Berkshire and/or Surrey which take place in Year 12 and Year 13 (4 days in total). In addition, a VI Form geography students trip internationally either to Iceland or the Bay of Naples in Italy.



HISTORY

Course Aims The A Level qualification is designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. Students gain a deeper understanding of the past through political, social, economic and cultural perspectives.

Head of Department: Mr H Dalton - hdalton@themarist.com

Examination Board: AQA

Specification: 7041 / 7042

Component 1: The British Empire c.1857 – 1967

This option allows students to study in breadth issues of change, continuity and cause and consequence. Students will consider the extent to which the monarchy changed and assess the importance of ideas and ideology, as well as the role of individuals and groups. They will question the effectiveness of opposition and explore the reasons for disputes over religion.

Component 2: Revolution and Dictatorship: Russia 1917 – 1953

This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, Communism, Leninism and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.

Component 3: Historical Investigation (non-examination assessment)

Students will develop an understanding of the nature and purpose of history as a discipline and how historians work. It encourages students to ask relevant questions about the past and partake in research about the last 100 years. Students develop as independent learners and critical and reflective thinkers. They acquire an understanding of the nature of historical study

Exam A Level	% of GCE	Details
The British Empire	37.5%	Students answer three questions, one from Section A and two from Section B. Section A comprises of three sources that are analysed in the context of subject knowledge. Section B is a choice of three essay questions. Students have to pick two of these to answer.
Russia	37.5%	Students answer three questions, one from Section A and two from Section B. Section A comprises of three sources that are analysed in the context of subject knowledge. Section B is a choice of three essay questions. Students have to pick two of these to answer.
Non Exam Assessed	25%	Students have to develop critical analytical and evaluative skills in their own independently researched assignment. This assignment is marked out of 40 and takes into account three different Assessment Objectives.

Trips Employers value the research, analytical, problem-solving and communication skills that history students develop. It is difficult to imagine a career that does not value these skills. History graduates secure employment in a broad range of careers including accountancy, law, banking, publishing, civil service, education, TV and radio, and retail.

LATIN

Course Aims The Latin A Level course aims to appeal to students who are fascinated by the intricacy and clarity of the language, enjoy literature and are interested in the Classical world. In addition, the course will complement and enrich many other areas of study, such as English, modern languages, history, politics, music, art and philosophy as well as university studies in medicine and law.

Head of Department: Miss M Parravano - mcristinaparravano@themarist.com

Examination Board: OCR

Specification: H443

Component 1: **Language papers. Unseen Translation (01) plus Prose Composition or Comprehension (02)**

Students build their knowledge of vocabulary and linguistic structures through reading and studying prose and verse texts in Latin. Livy's History of Rome is read to prepare students for the prose translation, and the vibrant poetry of Ovid is studied for the verse unseen to develop linguistic competence.

Component 2: **Prose Literature**

Students study two Latin Prose Literature set texts in depth. They also study additional literature in translation in order to understand the context from which the set texts have been taken. These texts are taken from a range of famous Latin authors, politicians, historians and philosophers, including Cicero, Tacitus, Seneca, Livy and Apuleius.

Component 3: **Verse Literature**

Students study two Verse Literature set texts in depth. They also study additional literature in translation in order to understand the context from which the set texts have been taken. These texts are taken from a range of famous Latin authors, including Virgil, Ovid, Horace and Catullus.

Exam A Level	% of GCE	Details
Language	33%	Students translate and answer questions on an unseen prose passage and an unseen verse passage, both taken from set authors.
Language	17%	Students either translate a passage from English into Latin or they answer comprehension and grammar questions on a passage from a Latin prose author.
Prose Literature	25%	Students translate sections and answer appreciation questions on the AS set prose text and on the chosen A Level set text. They also have a choice of essay questions based on the A Level text.
Verse Literature	25%	This takes the same format as Prose Literature.

Careers Latin A Level develops skills which are recognised and highly valued by universities and employers. Latin develops analysis and organisation skills and teaches students the ability to produce well-written essays and the willingness to achieve high standards of work. For this reason, it is regarded as a facilitating subject for Oxbridge and Russell Group Universities and is often taken by students aiming at careers in medicine or law. Additionally, Latin graduates have a very high employment success rate and pursue careers in many different areas. These include ICT, finance and business and accountancy.

Trips A Level Latin students are invited to take part in A Level Classics trips. These include visits to performances of ancient Greek and Roman plays, including modern interpretations, VI Form classical study days to other schools or universities, and trips to ancient sites. A Level Classics students have previously travelled on a joint Geography/Classics trip to the Bay of Naples. This included exploring Pompeii, Mt Vesuvius and Capri.

MATHEMATICS

Course Aims The A Level course is designed to provide a stimulating, motivating course in mathematics. Students develop an understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment. They will gain an awareness of the relevance of mathematics in other fields of study and in society today and develop skills in logical reasoning and problem solving.

Head of Department: Mrs A Szabó-Rowe - aszaborowe@themarist.com

Examination Board: 9MA0

Specification: Edexcel

Component 1: Pure Mathematics
This extends mathematical knowledge from GCSE in familiar areas such as algebra, functions, geometry and trigonometry and introduces new topics such as calculus, series and logarithms. This section of the course is tested in two externally-examined papers.

Component 2: Applied Mathematics
Section A: Statistics
This again extends students' knowledge from GCSE including correlation, regression and probability, but also introduces two of the most important distributions in statistics; the Binomial and Normal distributions. The idea of using statistics in hypothesis testing is also introduced and a real-life large data set is studied.

Section B: Mechanics
This again extends students' knowledge from GCSE including correlation, regression and probability, but also introduces two of the most important distributions in statistics; the Binomial and Normal distributions. The idea of using statistics in hypothesis testing is also introduced and a real-life large data set is studied.

Exam A Level	% of GCE	Details
Paper 1	33.3%	Pure Mathematics 1 is a 2-hour written examination that may contain questions on any topics from the pure mathematics content.
Paper 2	33.3%	Pure Mathematics 2 is a 2-hour written examination that may contain questions on any topics from the pure mathematics content.
Paper 3	33.3%	Statistics and Mechanics is a 2-hour written examination that will contain questions from the statistics content in Section A and mechanics content in Section B.

Careers An A Level in Mathematics is an essential pre-requisite for degrees in Mathematics, Computer Science, Economics, Physics, Engineering and other Physical Sciences, and also complements studies in the humanities. Students of mathematics go on to a wide range of careers in science, business, medicine, education and law.

Trips Students take part in the individual Senior Mathematics Challenge and may be invited to take part in the Mathematics Olympiad for Girls, or the British Mathematical Olympiad. Those considering reading mathematics at university may attend the Exploring Maths conference at Royal Holloway.

FURTHER MATHEMATICS

Course Aims The A Level Further Mathematics course is designed to provide a stimulating, motivating course in mathematics. Students develop an understanding of mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment, and provides a strong foundation for further study. Students will be enabled to apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general.

Head of Department: Mrs A Szabó-Rowe - aszaborowe@themarist.com

Examination Board: Edexcel

Specification: 9FMA0

Component 1: Core Pure Mathematics
This extends mathematical knowledge and understanding set out in the Edexcel GCE course for A Level Mathematics. It also introduces new topics such as matrices, complex numbers, polar coordinates, hyperbolic functions and differential equations. This section of the course is tested in two externally-examined papers.

Component 2: Further Statistics
This again builds on the students' knowledge set out in the Edexcel GCE A Level Mathematics course, and introduces the Central Limit Theorem, Chi Squared tests.

Component 3: Further Mechanics
Further Mechanics extends the students' knowledge by introducing the study of work, energy and power; momentum and impulse; elastic energy; and elastic collisions.

Exam A Level	% of GCE	Details
Paper 1	25%	The Core Pure Mathematics 1 is a 1 hour 30 minutes written examination that may contain questions on any topics from the core pure mathematics content.
Paper 2	25%	The Core Pure Mathematics 2 is a 1 hour 30 minutes written examination that may contain questions on any topics from the core pure mathematics content.
Paper 3	25%	Further Statistics is a 1 hour 30 minutes written examination that may contain questions on any topics from the further statistics content.
Paper 4	25%	Further Mechanics is a 1 hour 30 minutes written examination that may contain questions on any topics from the further mechanics content.

Careers An A Level in Further Mathematics is essential for entry to read mathematics at most universities. It is also important for those wishing to study physics, engineering, or economics. Mathematics graduates go on to work in fields such as finance, information and communication technology, and education.

Trips Students take part in the individual Senior Mathematics Challenge and may be invited to take part in the Mathematics Olympiad for Girls, and the British Mathematical Olympiad. Those considering reading mathematics at university may attend the Exploring Maths conference at Royal Holloway.

MUSIC

Course Aims A Level Music provides the opportunity to develop performance skills on a chosen instrument, performing solo and/ or in an ensemble. Students will compose in a range of musical styles exploiting music technology where appropriate, and develop aural and analytical skills through the study of a range of set works from a variety of different musical genres.

Head of Department: Ms J Devine - jdevine@themarist.com

Examination Board: Edexcel

Specification: 9MU0

Component 1: Performing
Students develop sophisticated and professional performance skills on one or more instruments, showcasing their abilities with a final live recital performance. Performances can be solos and / or ensembles, and the disciplined and dedicated approach required in practice and preparation builds both confidence and Communication skills.

Component 2: Composing
Students will explore a range of styles and techniques, producing two final compositions, one to a set brief and one either free composition or set to another brief. Students learn to be creative and expressive, and to draw on a range of music for inspiration, often using music technology to realise their ideas. Students also learn to realise chorales in the style of J S Bach, developing a strong understanding of harmony, tonality and orchestration.

Component 3: Appraising
Students study a wide range of music from different periods, styles and genres, including Clara Schumann, Kate Bush and John Cage. The written paper is based on the twelve “set works” and students further develop their wider listening skills and knowledge and understanding of musical and global contexts.

A Level Music provides the opportunity to develop performance skills on a chosen instrument.

Exam A Level	% of GCE	Details
Performing	30%	A live recital performance of one or more pieces. The performance can be solo and / or as part of an ensemble, with a minimum performance time of six minutes. A minimum standard of Grade 7 is required to achieve the highest marks in this component.
Composing	30%	Two compositions: one to a set brief, and one either free composition or also to a set brief. Each composition must be at least two minutes in duration, and the total timing across both compositions must be a minimum of four minutes and 30 seconds.
Appraising	40%	Students will analyse set works from their chosen areas of study and discuss them with contextual reference to wider listening. The examination paper lasts two hours, and students have access to the relevant skeleton scores and audio files throughout.

MUSIC

Careers

Careers in music and involving music can be varied, interesting and fulfilling. For confident and passionate performers, a career as a soloist, as a member of an orchestra or ensemble, or as a session musician may appeal. Composers work in television, radio, films and online, and other careers such as music journalism, sound engineering or broadcasting are also available. Many musicians also teach, and others choose to specialise in music therapy, arts administration, stage and concert management, production or in the recording studio. For those who do not wish to pursue music as a career, elite universities often favour musical applicants for courses such as law or medicine, as they often demonstrate high levels of analytical skills, creativity, problem-solving skills, and the ability to multi-task.

Trips

The department runs many trips, including regular visits to concerts and musicals in London each term; recent outings have included the London Symphony Orchestra at the Barbican, and the musical "SIX" in the West End. Planning for a European tour in 2024 is currently underway.

“

The leadership opportunities I have been given have helped me to develop confidence and belief in myself.

”



PHOTOGRAPHY

Course Aims The aim of the course is to develop artistic skills and to pursue the appreciation of photography in its widest sense. Students will study different photographers, artists and cultures and make personal responses to those studies.

Head of Department: Ms R Ellwood - rellwood@themarist.com / Mrs O Streeter - ostreeter@themarist.com

Examination Board: AQA

Specification: 7206

Component 1: Students will be introduced to the course through an initial explorative project. Students will continue to develop their practical camera and editing skills; this can include the use of digital, darkroom and film techniques. Students will produce a collection of work based around the theme, showing understanding of project organisation, research and development.

Students will also complete a personal investigation in their second year. Students are required to produce a practical investigation and a written study of 1000 – 3000 words linked to the project work. The project title is submitted by the student and an extended assignment of work will be developed, culminating in a creative conclusion.

Component 2: This is the externally set assignment in which students respond to one of eight starting points, set by the exam board. Work is undertaken between February to May producing a collection of work, usually in a sketchbook and culminating in 15 hours of supervised time in which they are expected to fully realise their ideas.

Exam A Level	% of GCE	Details
Personal Investigation - Component 1	60%	Students complete a singular project based on their own starting point. Using a sketchbook as a research journal, students develop the title through recording using digital photography, video and darkroom techniques. A combination of artist research, digital and manual image manipulation culminate in a final outcome. Students will be assigned their examination papers in February and will respond to one of eight questions.
Externally set assignment - Component 2	40%	Students will produce a collection of work, usually in a sketchbook and complete a final creative piece in the exam time of 15 hours.

Careers A Level Photography provides the student with a unique skill set, combining visual communication together with analytical thought processes. By blending technical skills with a strong emphasis on conceptual practices, students will be provided with a strong foundation for those individuals wishing to embark on careers in studio photography, fashion photography, journalism, film, television, web design, graphics, animation, media management, advertising and marketing, and other careers where the creative mind is necessary.

Trips Year 12 and 13 trip to Tate Britain to support the beginning of the External Assignment and a trip to Cornwall in 2025 to explore the Barbara Hepworth Museum and surrounding seascapes.

PHYSICAL EDUCATION

Course Aims The aim of the course is to equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of Physical Education.

Head of Department: Mrs J Bishopp - jbishopp@themarist.com

Examination Board: OCR

Specification: H555

Component 1: Physiological Factors Affecting Performance

Focuses on key systems of the human body involved in movement and physical activity. Students will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities, and during recovery.

Component 2: Psychological Factors Affecting Performance

Focuses on the psychological factors affecting physical activities and sports, including: models and theories that affect learning and performance in physical activities; how different methods of training and feedback work and why their effectiveness differs from person to person; group dynamics and the effects of leadership and stress on performers.

Component 3: Socio-Cultural Issues in Physical Activity and Sport

Students will develop their knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport.

Component 4: Performance in Physical Education

Students are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. In addition to one practical performance, students will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Students will observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list. Through observation, students will provide an oral response analysing and critically evaluating their peers' performance.

Exam A Level	% of GCE	Details
Physiological Factors	30%	Students must answer all questions ranging from 1 mark to 20 marks.
Psychological Factors	20%	Students must answer all questions ranging from 1 mark to 10 marks.
Socio-cultural Factors	20%	Students must answer all questions ranging from 1 mark to 10 marks.
Performance in PE	30%	Students must regularly compete and train in one sport and attend a cluster moderation day.

Careers An A Level in Physical Education can lead to careers in teaching, physiotherapy, sports psychology, sports scientist and leisure and tourism.

Trips Mystery History Sports Trip around local area. Possibility of a trip to a University Sports Science laboratory or Bisham Abbey (TBC).

PHYSICS

Course Aims Physics includes topics new to students such as particle phenomena and quantum mechanics. They will learn to be able to experiment with confidence and appreciate the errors involved in practical work. There is a focus on self-study, organisation and prioritisation in order to gain high grades and to apply their skills to work towards study for university subjects.

Head of Department: Dr J Futyan - jfutyan@themarist.com

Examination Board: AQA

Specification: 7408

Component 1: Topics 1-5 are studied in year 1 and introduce the new and fascinating ideas of particle physics and quantum mechanics, as well as building on GCSE studies of electricity, waves, mechanics, and materials. These topics are studied in greater depth with an emphasis on a mathematical approach.

Component 2: In year 2, the study of mechanics is extended to harmonic and circular motion. Thermal and nuclear physics are then introduced as well as the study of gravitational, electric and magnetic fields. Students then study one of the optional topics which include medical physics and astrophysics.

Exam A Level	% of GCE	Details
Paper 1	34%	Year 1 content plus Periodic motion 2 hours written paper with a mixture of short and long answer and multiple choice.
Paper 2	34%	Thermal Physics, Fields, Nuclear Physics with assumed prior knowledge of year 1 content. 2 hour written paper with a mixture of short and long answer and multiple-choice questions.
Paper 3	32 %	Practical skills and data analysis are assessed across all topics through short and long answer questions (45 marks) as well as the chosen option topic (35 marks).

Careers The critical thinking and analytical skills developed in Physics make it a highly valued qualification, leading to many careers in finance and consulting as well as the more obvious pathways through science and engineering. Physics is also key to many environmental and medical career paths, from climate science and clean energy production to radiography.

Trips Previous trips include to the Diamond Light Source research facility at RAL as well as 'Physics in Action' in London and extension sessions at Royal Holloway. If there is sufficient interest, there is also the possibility of a trip to CERN in Geneva.

POLITICS

Course Aims The aim of the course is to equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of Physical Education.

Head of Department: Mr H Dalton - hdalton@themarist.com

Examination Board: Edexcel

Specification: 9PLO

Component 1: UK Politics and Core Political Ideas

This component explores the nature of politics and how people engage in the political process in the UK. Students will explore the development of the UK's democratic system, the role and scope of political parties and how the electoral systems work. The component will also give an understanding of voting behaviour and the role of the media in contemporary politics. Core political ideas explores the three political ideas – Conservatism, Liberalism and Socialism; the core principles and how they apply in practice to human nature, the state, society and the economy and the divisions within each idea and their key thinkers.

Component 2: UK Government and Non-Core Political Ideas

This component introduces students to the set of rules governing politics in the UK, the UK constitution. It further introduces to students the specific roles of the major branches of government – the legislative, executive, and judiciary; the relative powers of the different branches, the changes to the constitution in recent years and the current location of sovereignty. The non-core political idea studied is Feminism.

Component 3: Comparative Politics – Government and Politics of the USA

This component ensures an understanding of the nature of American democracy and the impact that the USA has on the UK, European and global politics. Students will explore the constitution and learn about the key institutions of government in the US. The impact of the US government on the world beyond its borders is increasingly a feature of international politics. Students will begin to engage with this interaction by comparing and contrasting politics and institutions in the US with those in the UK.

Exam A Level	% of GCE	Details
UK Politics and Core Political Ideas	33.3%	Students answer three questions. Two from section A – UK politics requiring the evaluation of source material in providing a balanced argument. Section B – core political ideas is a choice, one of two questions. Students answer three questions. Two from section A – UK politics requiring the evaluation of source material in providing a balanced argument. Section B – core political ideas is a choice, one of two questions.
UK Government and Non-Core Political Ideas	33.3%	Students answer three questions. Two from section A – UK Government requiring the evaluation of source material in providing a balanced argument. Section B – non-core political ideas is a choice, one of two questions.
Comparative Politics – Government and Politics of the USA	33.3%	Section A – A choice of one from two short answer questions. Section B – One compulsory question focused on comparative theories. Section C – Essay question one from a choice of three.

POLITICS

Careers

The transferable skills acquired throughout this subject are valued across a wide range of careers. Future employers value the skills of independent research, analysis, evaluation and high-quality communication leading to such diverse careers as law, all forms of media including journalism, civil service, education and of course politics itself with its connected think tanks and policy informing bodies.

Trips

In the two-year course, students will visit the Houses of Parliament and if numbers prove viable, a trip to Washington will be run.

“

I've developed the confidence to approach challenging situations, knowing that I have the skills to succeed.

”



PSYCHOLOGY

Course Aims

Through their A Level studies, students will gain a greater understanding of the processes, motives, reactions, and nature of the human mind. They will also develop an awareness of the growing number of applied areas in which theory and research findings are brought to bear in trying to improve people's lives in various ways. The Psychology course at A Level aims to encourage in candidates the development of a secure understanding of approaches and methods used in psychology and the ability to apply psychological knowledge and understanding to a range of topic areas.

Head of Department: Mrs J Bishopp - jbishopp@themarist.com

Examination Board: AQA

Specification: 7182

Component 1: **Introductory Topics in Psychology**

This component gives an overview of some of the most studied areas in psychology, covering a variety of theories and approaches used to explain behaviour related to each of the topics involved. Topics in this unit include Social Influence, Memory, Infant Attachments and Psychopathology. Students are required to analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to these topics as well as evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

Component 2: **Psychology in Context**

This component provides students the opportunity to develop their analytical and scientific skills and to apply their knowledge of theories, approaches and research methods in a variety of contexts. They will also gain a greater understanding of the role of brain structure, neurotransmitters and the endocrine system with regard to human behaviour. Topics in this unit include Approaches in Psychology, Biopsychology and Research Methods. Students will develop their research and mathematical skills by carrying out some practical research activities.

Component 3: **Issues and Options in Psychology**

This component provides students with the opportunity to explore areas of interest in psychology in depth. One topic from each of three sets of options is studied with a specific focus on the relevance of psychological theory and research in everyday life. Students consider the economic and social implications of relevant research in each area and how the research can be used to improve the quality of life for members of society. Options currently being studied include Relationships, Stress and Forensic Psychology.

Exam A Level	% of GCE	Details
Introductory Topics in Psychology	33.3%	Written exam covering Component 1. Four questions comprising multiple choice, short answer and extended writing.
Psychology in Context	33.3%	Written exam covering Component 2. Three questions comprising multiple choice, short answer and extended writing.
Issues and Options in Psychology	33.3%	Written exam covering Component 3. Four questions of comprising multiple choice, short answer and extended writing.

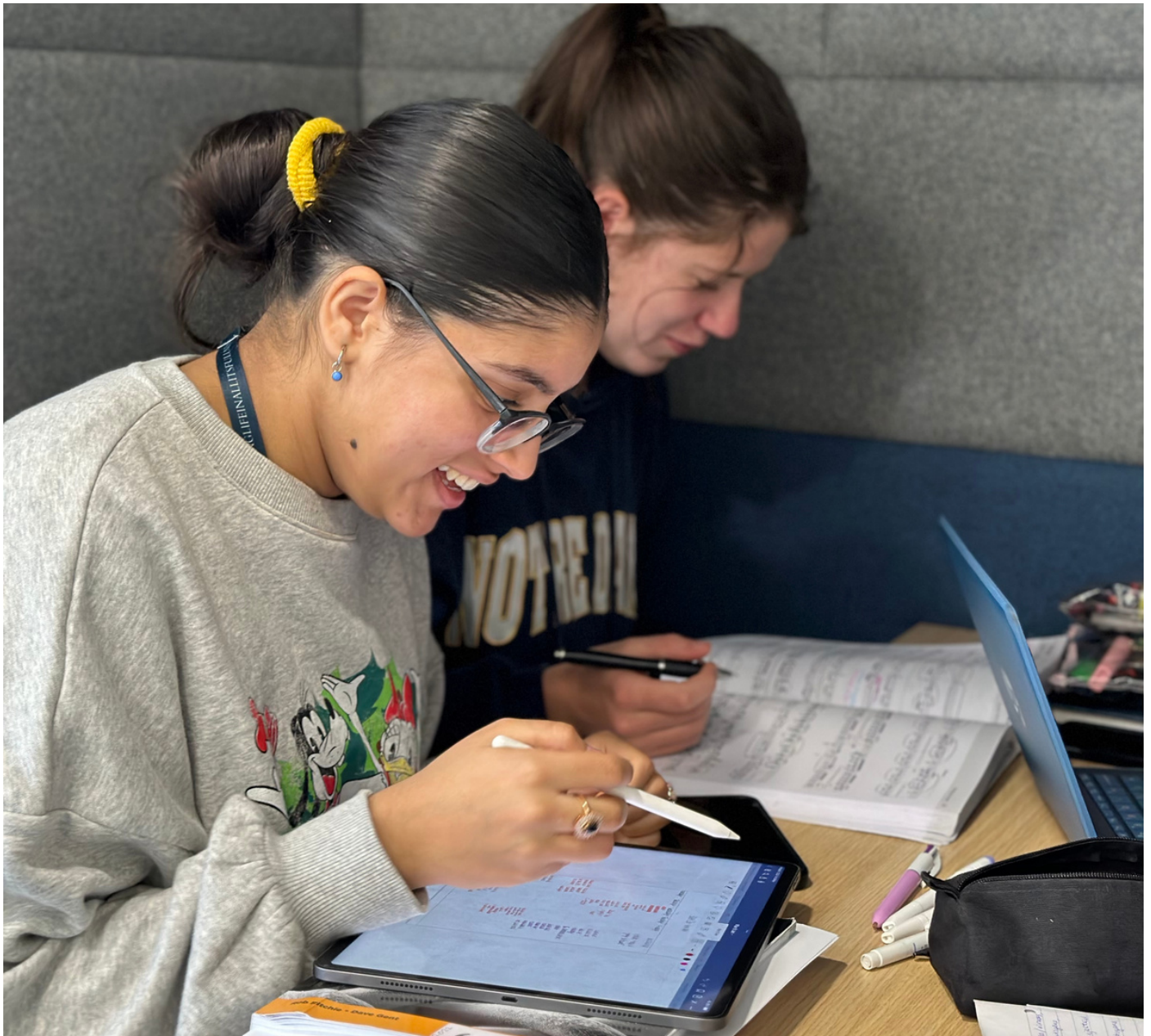
PSYCHOLOGY

Careers

Psychology is a very diverse and versatile subject. The nature of psychology as a science and a social science means that it combines well with many other subjects including biology, mathematics, statistics, business studies, geography, philosophy and religious studies. The course at A Level lays an appropriate foundation for the further study of psychology or related subjects in higher education. In addition to careers specific to psychology, the material studied at A Level is useful for students intending to pursue business careers or employment in other areas where inter-personal skills are important.

Trips

In most academic years, we arrange for students to attend the BPS annual conference, where a series of experts deliver fascinating lectures about their area of research. Other possible trips may include a Criminal Psychology conference or a visit to the sleep laboratories at the University of Surrey.



RELIGIOUS STUDIES: PHILOSOPHY AND ETHICS

Course Aims

- Pursue an enquiring, critical and analytical approach to Religious Studies.
- Progress in the skills of writing carefully structured, precise arguments and in making reasoned judgements.
- Examine and reflect on a variety of texts and scholarly views and evaluate your own thinking, perceptions and beliefs in the light of them.
- Develop excellent independent learning skills in preparation for university.

Head of Department: Miss C Heard - cheard@themarist.com

Examination Board: AQA

Specification: 7062

Component 1:

Section A: Philosophy of Religion

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death

Section B: Ethics and Religion

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant

Component 2:

Section A: Study of Religion

- Sources of wisdom and authority
- God/gods/ultimate reality
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism

Section B: The dialogue between philosophy of religion and religion.

Section C: The dialogue between ethical studies and religion.

Exam A Level

% of GCE

Details

Philosophy of Religion

50%

Written exam: 3 hours, 100 marks.

Paper 1 focuses on Philosophy and Ethics, through which students demonstrate skills of knowledge and analysis.

Ethics and Religion

50%

Written exam: 3 hours, 100 marks.

Paper 2 is in two sections - Section A will focus on Christianity and while section B will be a synoptic element focusing on all aspects of the course.

Careers

The skills that are developed in Religious Studies are highly prized in tertiary education broadly and by employers. They include careful analysis of argument, identification of inconsistencies and assumptions, weighing and evaluating evidence and developing one's own reasoned judgements on matters of fundamental importance. Universities and employers also value the ethical dimension of the course as in all areas of life it is necessary to be able to identify the ethical implications of one's decision making and find appropriate ways forward.

SOCIOLOGY

Course Aims

Sociology aims to support the students in developing a multi-purpose and critical approach to understanding society. Students will be given the opportunity to study key theorists who have shaped ideas about society and how it impacts on people, as well as looking at specific examples within society. Sociology will help students to develop an understanding on how to carry out research, alongside the strengths and limitations of each method, as well as how research and ideas discussed might have impacted on social policy today.

Head of

Department:

Miss C Heard - cheard@themarist.com

Examination Board: AQA

Specification: 7192

Year 1:

Education

This component focuses on the role of education from learning a range of different subjects, to teaching the hidden curriculum which helps students prepare for work and life in society. Topics in this unit include Education policies, Processes in School, Achievement of different groups and Theories on the Role of Education.

Research Methods

This component provides pupils the opportunity to develop their research skills. We will compare the strengths and weaknesses of the different forms of research and how they can help to understand society. Topics in this unit include Different methods of research, considerations when conducting research and different theorists' views on society.

Families and Households

This component studies the role of families and households within society including how ideas and the role of the family has changed over time, alongside key theorists' views on families and households. Topics in this unit include Policies and changes to families and its structure, Gender roles, Changing nature of Childhood and Changes in Demographics in the UK since 1900s.

Year 2:

Crime and Deviance:

This component studies the impact of crime on society and where ideas of deviance may have arisen. Topics in this unit include Different types of crime, Criminal justice system, Distribution of crime in terms of class, ethnicity and gender, ways of controlling crime.

Research Methods:

The second year develops ideas about how to carry out research as well as studying debates around whether Sociology can be classed as a science and how studies might impact on social policy. Further detail on what might influence choice of research type.

The Media:

This topic looks the impact the media has on society today. Topics in this unit include How media represents different groups, audience views of media, impact of globalisation and who has the ownership and control of the media.

SOCIOLOGY

Exam A Level	% of GCE	Details
Education with Theory and Methods	33.3%	<p>Written exam in two sections:</p> <p>Section 1: Education and contains 5 questions which consists of a range of short answer and extended writing tasks.</p> <p>Section 2: Will focus on theory and methods in context to education and contains two essay style questions of 10 and 20 marks.</p>
Topics in Sociology	33.3%	<p>Written exam in two sections:</p> <p>Section 1: Will focus on families and households and contains 5 questions which consists of a range of short answer and extended writing tasks.</p> <p>Section 2: Will focus on either media or Beliefs in society and contains 5 questions which consists of a range of short answer and extended writing tasks.</p>
Crime and Deviance with Theory and Methods	33.3%	<p>Written exam in two sections:</p> <p>Section 1: Will focus on Crime and Deviance and contains 5 questions which consists of a range of short answer and extended writing tasks.</p> <p>Section 2: Will focus on theory and methods and contains two essay style questions of 10 and 20 marks.</p>
Careers		<p>Sociology will give you the skills to make reasoned arguments, work collaboratively, apply different research methods, analysis and understand statistical techniques. This would support the range of skills needed for any course in higher education, in which research may have to be carried out as part of independent study. These skills will also support a range of careers, from the public and private sector including within Charitable Organisations, Police and other public sector careers, Marketing and international relations as well as market research organisations.</p>



SPANISH

Course Aims The AS and A Level Spanish courses aim to help students develop a range of language skills, for example reading, listening, speaking, writing and translation. Students will also extend their understanding of Hispanic culture, society and literature.

Head of Department: Miss A Cassidy - acassidy@themarist.com

Examination Board: AQA

Specification: 7692

Component 1: **Year 1 themes:** Modern and Traditional Values, Cyberspace, Equal Rights, Cultural Heritage and Identity.

Component 2: **Year 2 themes:** Diversity and Immigration, Monarchies and Dictatorships, Hispanic Politics, Immigration.

We also study a film and novel/play.

Exam A Level	% of GCE	Details
Paper 1	50%	Listening, reading and translation. This paper is based on the vocab and ideas covered in all themes. There are two translations: one Spanish-English and one English-Spanish.
Paper 2	20%	Writing on film and novel. Students write two essays in Spanish: one on the film Volver and one on the play The House of Bernada Alba.
Paper 3	30%	Speaking: students respond to a stimulus taken from key themes and then do a presentation followed by questions based on a research project they have undertaken and prepared.

Careers Studying Spanish can lead to a wide range of careers, both using languages skills directly and using the other transferable skills learnt through languages study. For example: translation, interpreting, teaching, journalism, marketing, PR, diplomatic services, tourism, broadcasting, charity work.

Trips We strongly recommend that pupils undertake work experience abroad (with Halsbury Travel) and further their linguistic and cultural knowledge with the 'Instituto Cervantes' in London or in Spain. We will aim to run a senior Spanish trip to immerse pupils in Spanish language and culture.

TEXTILES

Course Aims To develop and explore a range of textile media, processes and techniques which will develop skills and understanding, covering both traditional and new media. This course will equip students with the knowledge and creativity needed to pursue a career in any field by blending visual communication with analytical thought processes.

Head of Department: Mrs S Bowley - sbowley@themarist.com

Examination Board: AQA

Specification: 7204

Component 1: Students will continue to develop their practical skills, experimenting with a range of techniques, producing a collection of work based on a theme. This will show understanding of projects, that leads to a finished outcome or a series of related finished outcomes.

There will also be a written investigation in their second year, this will be between 1000-3000 words of continuous prose or shorter prose linked to the project work which has a creative conclusion.

Component 2: This is an externally set assignment where students respond to one of the starting points. This component is completed between February and May, students can present work on boards or in a sketchbook. They will have 15 supervised hours of time in order to fully realise their thoughts and ideas.

Exam A Level	% of GCE	Details
Personal Investigation - Component 1	60%	Based on their own starting point, students complete a project developing research and textile media processes which culminate in a final piece.
Externally set assignment - Component 2	40%	Students will be given examination papers in February and will respond to one of the set questions. Students will produce a collection of work and complete a final creative piece in the allocated exam time of 15 hours.

Careers Textiles and Fashion is one of the top industries in the world, the course provides a strong foundation for further education and then careers in industry such as fashion or textile design, visual merchandising, interior design, manufacturing and project management.

Trips Gallery and shop visits in London.

ADDITIONAL QUALIFICATIONS

With our high level of academic rigour in mind, all students studying 3 A Levels are also given the opportunity to study the EPQ in Year 12 alongside the Enrichment Programme. We have carefully selected an Enrichment Programme to help our pupils stand out from the crowd when applying for university and develop those all-important employability skills.

We encourage all students achieving a grade 7 or above in English and Maths at GCSE to do an EPQ which is looked upon favourably by many universities and potential employers because it provides the chance to develop project planning, research and critical thinking skills.

Alongside the 3 A Levels and EPQ, we offer a carefully selected Enrichment Programme that includes ICT, CAFOD Young Leaders, Talented Athlete Development Programme and The Delf Scholaire B1.

We also offer timetabled 'MOOC' lessons. Students sign up for short, online courses, offered by a range of universities worldwide. From Particle Physics to Investment Risk and CRISPR technology, these courses place our students at the cutting edge of academia and inspire them to be ambitious leaders of the future.

“

I've been inspired to attempt things that I never thought I would.

”



Course Aims

The EPQ requires students to embark on a largely self-directed project. Students must:

- Choose an area of interest. This may be an extension of a subject they study at A Level, related to their future career or hobby, or linked to a subject they have not taken at A Level.
- Draft a title and aims of the project for formal approval.
- Plan, research and carry out the project, which may take the form of a written report or essay or may be an artefact.
- Deliver a presentation to a non-specialist audience.
- Provide evidence of all stages of project development and production for assessment.

The Marist supports our EPQ students by providing multiple skills lessons per week, alongside as many one-to-one meetings as necessary with their supervisor. We pride ourselves on going above and beyond with our EPQ support, and AQA have described it as 'exemplary'.

Extended Project

Qualification (EPQ) requirements:

7s in English Literature and English Language + 7 in Maths at GCSE

Head of Department:

Mrs K Camp - kcamp@themarist.com

Examination Board: AQA

Specification: 7993

Assessment:

The EPQ is 100% coursework, which is assessed internally and then sent away for moderation by the exam board.

Careers

Universities helped devise the specification for the EPQ in a bid to help school pupils gain the skills needed to be successful at university. These skills include: independent learning, project management, research, critical evaluation of sources, self-evaluation and presentation skills. Of course these skills are also highly-valued by employers. Oxbridge applicants often find the EPQ can be starting point in their admissions interview.



OXBRIDGE

We will work with Heads of Department to identify those that are working at the highest level and have potential to succeed in the most sought-after degree courses and universities from Year 9 onwards.

We will look to nurture the Three Is: Intelligence, Interest and Initiative by encouraging students to read around their subjects, to develop and pursue their interests, and to be much more confident in developing ideas.

A large part of this is formed by our after school clubs which pupils can join – Oxbridge Society, Medical Society, Humanities Group and a Law Society. Oxbridge Society looks to cater to those with intentions of applying to Oxbridge or other top Russell Group universities and the Medical Society will suit students interested in pursuing a career in Medicine, Dentistry or Veterinary. The Humanities Group and Law Society run on alternate weeks and cater to those wishing to take those courses to the highest level, in particular at top universities.

As well as the after school co-curricular clubs mentioned above, we will be organising trips and visits throughout the year. For example, we previously took a group of Year 13s to a GSA conference on the subject of 'The Art of Disagreeing Well' at Benenden School. We also support pupils in their applications to these courses and prestigious universities, including help and support with personal statements, additional pre-application tests (such as UCAT, BMAT, LNAT PAT etc.), interview practice and seeking out work experience.

All Year 12 participants in this programme will be asked to complete a 5000-word Extended Project Qualification in order to gain independent research skills and to deepen their knowledge in a specific subject area that is relevant to their degree choice and personal interests.



ENTRY REQUIREMENTS

General Requirements:

A minimum of 8 GCSEs at grades 9-5, including English and Maths.

- Grades 9-6 in subjects you have chosen for A Level or related subjects.
- A sustained work ethic verified by subject teachers.
- Behaviour, attendance, punctuality records will also be taken into consideration.
- Subject to the submission of the application form and contingent on satisfactory performance at interview.

Individual Subjects A Level	Minimum recommended subjects and grades at GCSE. These will be reviewed on an individual basis
Art	Art 6 or Photography 6
Biology	Combined Science 7-7, Biology 6, Maths 6, English Language 6
Business	Maths 6, English Language 6, 6 in one other written subject
Chemistry	Combined Science 7-7, Chemistry 6, Maths 6
Classical Civilisation	English Language 5, 6 in one other written subject
Computer Science	Computer Science 6, Maths 6
Drama and Theatre Studies	Drama 6, English Literature 6, 6 in another written subject
Economics	Maths 6, English Language 6, 6 in one other written subject
English Literature	English Language 7 and Literature 7
French	French 7
Geography	Geography 6, English Language and Maths 6
History	History 6, English Language and Literature 6
Latin	Latin GCSE 6, English Language 5, 6 in another written subject
Mathematics	GCSE Mathematics 7
Further Mathematics	GCSE Mathematics 8
Music	Music 6, English Language 6, Grade 6+ or equivalent on a musical instrument or singing, an understanding of Music Theory at or above Grade 5 level
Photography	Art 6 or Photography 6
Physical Education	Science 6, English Language 6, PE 6
Physics	Combined Science 7-7, Physics 6, Mathematics Grade 7 and we would recommend that you are studying Mathematics at A Level.
Politics	English Language 6 or 6 in one other written subject
Psychology	English Language 6, 6 in another written subject, 6-6 in Combined Science or two 6 grades in Triple Sciences and 6 in Maths
Religious Studies	English Language 6, 6 in another written subject, preferably Religious Education
Sociology	English Language 6, 6 in another written subject
Spanish	Spanish 7
Textiles	Art and Design (any specialism) 6 or Design Technology 6



THE
MARIST
SCHOOL
ASCOT



WWW.THEMARIST.COM