



Mill Hill School

A Level Curriculum Guide for entry in September 2017

Revised January 2017



Into the Sixth Form | Introduction

Moving into the Sixth Form is a significant and exciting step. You have more control and choice about what you will study than you have had so far in your school career, and you will also be given more responsibility – both in your work and outside the classroom.

At Mill Hill we have recognised the significance of this section of the school by establishing Mr Barron as the Director of Sixth Form, Miss Sharples as University Counsellor, and investing in the Sixth Form Centre, which provides separate space for you to both relax and study.

In the Sixth Form you are laying the foundations for university and beyond, so it is important that you make careful and sensible decisions about the subjects you study next year.

This booklet explains the aims and structure of the Sixth Form Curriculum at Mill Hill and is designed to help you to make appropriate choices for your A level subjects. It includes a section on the subject requirements of British degree courses, which should also be taken into account when making decisions about your A level subjects.

Please read the booklet carefully before making your subject choices; sensible thought and planning now is likely to lead to a successful start to your Sixth Form career here.



Mrs Frances King MA (Oxon), MA (Lond), PGCE, MBA
Head



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Into the Sixth Form | Curriculum

The aims of the Sixth Form curriculum are:

- to provide an academic curriculum which is appropriate for each pupil in its range and demands
- to encourage and develop academic skills of increasingly independent study, research and thought
- to encourage and develop wider personal skills to allow a confident entry into higher education and to create adaptability and resilience befitting the realities of working life in the 21st century
- to encourage pupils to consider and discuss issues relevant to them as they move towards adulthood and participation in the full range of rights and responsibilities as citizens

As parents and pupils know, the government has undertaken a full reform of A level subjects in recent years. From September 2017, almost all subjects will be taught as two-year linear courses with all examinations at the end of the Upper Sixth. Many parents will recognise this examination system as the one they experienced when they were Sixth Formers. Indeed, the basic structure represents a return to the way A levels were organised up until the introduction of Curriculum 2000 at the beginning of this century.

There are a number of different possible approaches to A level reform, and each school has to determine a way forward which most suits its own pupil body. At Mill Hill we have reflected very carefully on how to accommodate the changes and offer our pupils their best opportunity for a successful and enriching Sixth Form experience under the new system.

In general terms, new A levels are more rigorous. In some subjects there is a broader and deeper level of content. Most of the examinations will be more stretching because they will be testing two years' worth of material in a way that draws together different themes and topics from within the course.

Universities are telling us that they will be looking for three very good A level grades, plus evidence of breadth and engagement – which can be shown in a variety of ways both academic and non-academic. In addition to this, we are aiming to send our leavers out into the world with the adaptability and resilience to make a success of their studies and an impact in their early professional careers.

For these reasons, from September 2017, we will require pupils entering the Sixth Form to take three subjects from the outset (four if taking Further Mathematics or EAL). This will allow them to focus in depth on their chosen options, with an expansion in lesson time and prep allocations for each subject.

We will also be creating an exciting enrichment programme for all Sixth Formers, to develop study skills, to provide opportunities for academic extension through a variety of internally and externally accredited courses and to give time for broader engagement and individual development through entrepreneurship, community service, teamwork and presentation projects, lectures and age-appropriate Personal, Social, Health and Religious Education.

In this Curriculum Guide you will find detailed information about each of the A level courses which the School intends to offer next September. It will be critical for us to support every pupil in making a sound choice of subjects. Pupils will receive individual advice drawing on their track record in their subjects to date, their interests and aspirations and the experience of the Morrisby careers aptitude test taken in October. In January, pupils will be given the opportunity to attend A level taster lessons in a number of subjects for which they express an interest, to help them make an informed choice. We will ask for subject requests by Wednesday 1 February, just after the 26 January parents' evening, which will give a further opportunity to discuss potential options.

Lower Sixth Form Entry Requirements

The minimum academic requirement for entry to the Sixth Form is two GCSE passes at grade A (or grade 7 where relevant) and three at grade B (or grade 6 where relevant) plus minimum grade 4 in Mathematics and English Language or Literature. In addition to this general requirement, each subject has specific minimum entry requirements; these are listed towards the back of this guide.

Into the Sixth Form | Choosing your subjects

Advice on choosing your subjects

1. Collect the Information you will need

Before you make the important decisions regarding your A level courses next year, collect as much relevant information as possible.

- a) Consider your present subjects:
 - which subjects do you enjoy? why you enjoy them – the subject itself? the teacher?
 - which subjects are you good at?
- b) Find out about your possible A level subjects:
 - what do the A level courses offered by the School courses actually cover? Read the Sixth Form Curriculum Guide details carefully so that you make sensible subject choices. It is not always possible to change a course once started, as there may not be space in the course you would like to change to or your preferred combination may not be possible to timetable.
 - what GCSE subjects and grades are required for the different subjects?
- c) Take into account your Careers Guidance Test Report:
 - which career area(s) should you keep open?
 - which A level subjects are requirements for these careers, and which are optional?
 - did the Report identify particular academic strengths and weaknesses?
- d) Talk to your present teachers:
 - ask your present subject teachers whether they think that you would be able to cope successfully in their subject at A level.
 - ask them to give you an idea of what their subject is actually like at A level.
 - for subjects you have not taken before, talk to the Head of Department.
- e) Talk to older pupils doing the courses in which you are interested:
 - ask them what the courses in which you are interested are really like.
 - were they different from what they expected?
 - does the way you study in that subject suit the way you work best? Is there a large coursework/research assignment component?
- f) Talk to parents, friends and others
 - They can shed valuable light on careers, and possibly on Higher Education courses, but remember that courses and entry requirements are changing all the time, and advice from people not directly involved in this area can get out of date quickly.
- g) Visit the Careers Department/Library
 - books giving general help, e.g. 'Your Choice of A Levels'.
 - books giving information on specific career areas, e.g. the 'Careers in' series.
- h) Find out what A level subjects are needed for which degree courses
 - Visit the UCAS website at www.ucas.ac.uk.
 - You will also find a summary of the A level subject requirements for many degree courses on the following pages.

2. Making your decisions

As in most schools, Mill Hill's Sixth Form courses are organised into three blocks of subjects, and you take one subject in each block. In a blocking system not all combinations of subjects are possible, although the blocks will be organised so that the most usual combinations will be available. At this stage, therefore, you should try to identify one reserve subject in addition to your preferred three.

- a) Rule out the obvious non-runners for your A level subjects.
- b) Divide the rest into 'definites' and 'possibles'.
- c) Think carefully about the relationship between the courses you might study at A level and your education/career beyond them. Consider also the Higher Education and career implications of the various combinations of Arts/Humanities and Science subjects.
 - with three scientific, technical or mathematical courses you can go on to courses such as Sciences, Engineering or Medicine - but you should feel confident that this is your preferred route, as keeping an arts or humanities subject may help you keep more options open at this stage.
 - with two scientific, technical or mathematical courses plus one arts or humanities subject you can still go on to many Science, Engineering and Medicine courses, but you are maintaining balance in your studies. Employers want scientists/engineers/doctors that do not only have a high level of technical expertise, but are also literate and articulate (although these skills may be evidenced from co-curricular and enrichment activities). However, you will need to make more of a decision about which area of Science you might be interested in, i.e. more Biological, Chemical or Physical. You should look carefully at the guidance in this booklet about the subject requirements for different university courses (pages 7-9).
 - with two arts or humanities courses plus one scientific, technical or mathematical subject you can go on to many university courses, and you are still showing a good balance of subjects. However, Mathematics/Science/Engineering applications are likely to prove difficult.
 - with three arts or humanities courses only you can go on to a wide range of courses such as administration, financial services, business/management, law, social services and all sorts of creative fields, as well as courses that relate directly to one of more of the A levels you have taken.
- d) Review your options after you have received the results of your mock GCSE examinations.
- e) Remember that there is no single 'perfect' path for your career. Most people have a range of talents that will enable them to be successful in many different courses or careers. Most Fifth Formers don't have a clear idea of what careers they want to follow, so make choices which leave open to you as many sensible options as possible.
- f) For very many degree courses the actual subjects of your A level courses will not matter; the grades you obtain in the subjects you have studied are likely to be the most important factor in the majority of cases.

Into the Sixth Form | University Entry Requirements

A level subject requirements for Degree Courses

Most subjects at degree level have few specific A level subject requirements; what is usually more important is the actual grades you achieve. The information below is given in good faith and is believed correct at time of publication. However, it should be taken as a likely indication only. Requirements can vary from one university to another and universities reserve the right to change entry requirements at any time, and may do so as little as between one and two years before the year of entry. To be sure of the current specific A level subject requirements of a course at a particular university, you should check the university's website or contact the university direct.

- **Accountancy**
Mathematics occasionally required.
- **Agriculture**
Two Sciences; Chemistry often required, Biology often preferred.
- **Ancient History**
History, Ancient History or Classical Civilisation preferred or required.
- **Anthropology/Human Sciences**
An Arts/Humanities subject may be preferred; for some courses Biology may be desirable.
- **Archaeology**
History, Latin or Classical Civilisation sometimes preferred; a science subject occasionally required.
- **Architecture**
Some courses require Maths or Physics. A level Art is not required, although a portfolio will be expected.
- **Astronomy**
Mathematics and Physics usually required.
- **Biochemistry**
Chemistry required. Biology or Mathematics often preferred.
- **Biological Sciences**
Biology and Chemistry usually required.
- **Business Studies**
Mathematics occasionally required or preferred.
- **Chemistry**
Chemistry and another Science/Mathematics usually required.
- **Chemical Engineering**
Chemistry and Mathematics usually required, with Physics also preferred.
- **Classics**
Latin or Greek usually preferred or required.
- **Computer Science**
Mathematics often required. For some courses Computer Science is preferred.
- **Dentistry**
Chemistry required with two Mathematics/Science preferred.
- **Drama/Theatre Studies**
Theatre Studies and/or English required.

- **Economics**
Mathematics required for many institutions. Further Mathematics is preferred at very competitive institutions.
- **Engineering (most types)**
Mathematics and Physics normally required, except for foundation courses and some civil engineering courses.
- **English**
English normally required and a foreign language to GCSE at certain universities.
- **Environmental Science**
Biology and Chemistry usually preferred.
- **Food Science/Technology**
Chemistry required. One or two more sciences often preferred.
- **French**
French required. Second foreign language is often an advantage.
- **Geography**
Geography normally required.
- **Geology**
Two or three subjects from Sciences and Mathematics usually required.
- **German**
German required. Second foreign language is often an advantage.
- **History**
History required or preferred.
- **Law**
No specific subject requirements, though subjects such as English, History, Mathematics are well regarded.
- **Management Studies**
Mathematics occasionally required.
- **Materials Science/Metallurgy**
Two or three Mathematics/Science subjects usually required.
- **Mathematics/Statistics**
Mathematics required.
- **Medicine**
Chemistry and Biology required, with an additional Mathematics/Science preferred by some institutions.
- **Music**
Music normally required.
- **Pharmacy/Pharmacology**
Chemistry required. Two more Mathematics/Science preferred.
- **Philosophy**
No specific subject requirements, though subjects such as Religious Studies, Classical Civilisation and Mathematics are well regarded.
- **Physics**
Mathematics and Physics usually required.

- **Physiology**
Chemistry required, Biology preferred, plus sometimes another Mathematics/Science.
- **Psychology**
One or two Science/Mathematics subjects. No A level subject requirements for some courses, although these are becoming rarer.
- **Quantity Surveying**
A Science subject may be required for some courses.
- **Spanish**
Spanish required. Second foreign language is often an advantage.
- **Sports Studies**
Mathematics or Physics may be required and potentially Biology.
- **Theology**
No specific subject requirements, though Religious Studies would be an advantage.
- **Veterinary Science**
Chemistry required plus two Mathematics/Science subjects preferred.

ART AND DESIGN (FINE ART)

Syllabus	Edexcel Art and Design (Fine Art) 8ADO/9ADO (Linear)
Entry requirements	Grade B in GCSE Art and Design is normally expected. In exceptional circumstances, a portfolio of Artwork may be submitted to the head of Art and Design for consideration.

Art and Design is appropriate both for those who wish to have an introduction to professional practice in a creative and visual world and for those who are interested in culture and the history of ideas. A level Art and Design is about looking and understanding, the essential measure of this is through drawing. The most important entry requirement for this course is an ability to make intelligent well-observed drawings. The disciplines associated with this course are painting and drawing, printmaking, sculpture, alternative media, theatre design, constructed textiles, fine Art textiles, fashion textiles, photography, digital photography, film and video, illustration and multimedia.

We started teaching the new Edexcel A level in September 2015. The A level is a two year linear course. The two components, the coursework and the final examination, are worth 60% and 40% of the marks respectively.

Edexcel aims to give us a qualification that supports young artists and those who are interested in visual culture. We will operate a portfolio course as part of both coursework and the examination unit.

The aims and objectives will be to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating the pupils' own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- the pupils' experience of working with a broad range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design

For all examined aspects pupils must:

- understand how ideas generate starting points for art and design practice and form an integral part of the creative process
- understand how images and artefacts relate to ethical and political contexts
- undertake sustained development and refinement of ideas
- develop their visual language to communicate ideas
- demonstrate skillful use of the formal elements, including line, tone, colour, shape, pattern, texture, form and structure
- record evidence of their progress, in an on-going critical and analytical review
- respond to a theme, stimulus or ideas
- make connections between their investigations and creative intentions
- realise intentions
- produce and present outcomes

This is the same creative process that is used in Higher Education and in commercial practice.

For Further Information

Please contact Mr A D Ross, Head of Art and Design.

BIOLOGY

Syllabus	AQA Biology 7401/7402 (Linear)
Entry requirements	We would normally expect Grade A in GCSE Biology or AA in GCSE Science A and Additional Science . If taking Science A and Additional Science, your mark in the Biology component must also be of at least A grade standard. A good standard in Chemistry is beneficial. The Deputy Head (Academic), in conjunction with the Head of Biology, will consider on an individual basis those who do not achieve the entry requirements.

Is Biology suitable for me?

Biology is suitable for you if you have an interest in, and enjoy biology, want to find out about how biological processes operate and the impact they have on the world. You may want to use Biology to progress onto further studies in Higher Education, such as Medicine or Veterinary Science, support other qualifications or enter biology-based employment.

What will this course teach me?

This course will give you the skills, knowledge and understanding to make decisions about the way biology affects your everyday life by applying concepts to contemporary areas of Biology and highlighting its relevance to scientific developments. Pupils will be expected to: demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures; apply knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical and practical context as well as interpreting both qualitative and quantitative data; analyse, interpret and evaluate scientific information, ideas and evidence, including making judgements, reaching conclusions and developing and refining practical design and procedures.

What do I need to know, or be able to do, before taking this course?

The qualification builds on the knowledge, understanding and process skills that you achieved in GCSE Science A, Additional Science and Biology. In Biology you will need to be able to communicate effectively, carry out research, work independently and critically think about problems. There will be an increased weighting of mathematical skills within the Biology course.

What will I learn?

A level Biology gives you the opportunity to study a core of key concepts in greater detail, some of which have been met at GCSE level. Over the course, a minimum of 12 core practical assessments will be carried out to develop and test practical competency. The specific topics are listed below:

1. Biological Molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

A level assessment

Six hours of terminal written papers which will be roughly divided into the following units:

- Paper 1 – Topics 1 -4 (35-40%)
- Paper 2 – Topics 5 - 8 (40-45%)
- Paper 3 – General Biology from across the course (20-25%)

All papers will consist of a mixture of short and long answer questions, extended response, comprehension question and essay for the final unit. Throughout the papers there will also be questions related to practical techniques and the final paper will include critical analysis of given experimental data. A separate assessment of 'practical competency' will assess the ability of students in practical skills at A level over a series of 12 core practicals. The Practical Grade will be reported as 'Pass' or 'Not Reported' but does not affect the overall A level grade awarded.

For Further Information

Please contact Dr K R Damberg, Head of Biology.

BUSINESS

Syllabus	Edexcel Business 8BS0/9BS0 (Linear)
Entry requirements	Grade 5 in Mathematics and Grade 5 in English Language or Literature

What will I learn?

Business is a dynamic subject. You will learn about the diverse nature of business enterprise and the interdependence of the various parts of the business world. You will explore business success and business failure, investigate local, national and global business markets, and understand how businesses need to adapt and respond strategically to the changing environment in which they operate to survive and grow. This constant evolutionary process makes Business a fascinating subject.

In *Theme 1* and *Theme 2* you will learn about how businesses work. You will be introduced to the marketing and people functions before investigating entrepreneurs and business start-ups. You will also explore how business finance and operations work, and understand the impact of external influences.

Theme 3 and *Theme 4* move from functions to strategy. You will explore influences on business strategy and decision-making, and understand how businesses mitigate risk and uncertainty. You will also explore global business and the opportunities and issues facing businesses in today's global world.

Assessment Overview - A Level

The A level qualification assesses all four themes. There are three externally assessed written examinations.

Paper 1: Marketing, people and global businesses (35% of the A level; 2 hours)

Candidates will tackle data response and essay questions on marketing, people and global businesses (Themes 1 and 4).

Sections A and B Each comprise one data response question broken down into a number of parts, including one extended open-response question

Paper 2- Business activities, decisions and strategy (35% of the A level; 2 hours)

Candidates will tackle data response and essay questions on business activities, decisions and strategy (Themes 2 and 3).

Sections A and B Each comprise one data response question broken down into a number of parts, including one extended open-response question.

Paper 3- Investigating business in a competitive environment (30% of the A level; 2 hours)

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts. There will be a pre-released context document issued in November of the previous year. The context will focus on a broad context, such as an industry or market in which businesses operate.

Sections A and B Each comprise one data response question broken down into a number of parts, including one extended open-response question.

What is Business?

Business is as demanding intellectually as Economics, but less theoretical. It is not a vocational course. It draws on a wide range of disciplines, such as human resource management, finance, production and marketing and integrates them in the context of an organisation's external environment. Through case studies and through visits to a number of businesses, you will have frequent opportunities to see classroom theory applied in real situations. Few Business problems have a single, simple answer, so you will need to be able to assemble and sift evidence from a variety of disciplines in developing a solution to a problem.

How Does Business Differ from Economics?

Although Economics and Business share some common content there is a fundamental difference in emphasis between the two subjects. Take for example a rise in the rate of interest. The economist would seek to explain why the rate has changed, through the use of theoretical models and diagrams and these models would be used to attempt to predict subsequent changes within the whole economy. In contrast, the Business student would be more concerned with what effect the change in the interest rate would have on an organisation, its employees and customers.

What can Business be combined with?

Business can successfully be combined with any other A level subject.

For Further Information

Please contact Mr M S Smith, Acting Head of Business Education.

CHEMISTRY

Syllabus	Edexcel Chemistry 9CHO (Linear)
Entry requirements	We would normally expect Grade A in GCSE Chemistry or AA in GCSE Science A and Additional Science . If taking Science A and Additional Science, your mark in the Chemistry component must also be of at least A grade standard. Grade B in GCSE Mathematics is also expected. The Deputy Head (Academic), in conjunction with the Head of Chemistry, will consider on an individual basis those who do not achieve the entry requirements.

Is Chemistry suitable for me?

Chemistry is suitable for you if you have an interest in, and enjoyment of chemistry, you want to find out about how things work in the real world, and you enjoy applying your mind to solving problems. You may want to use the well-respected Chemistry qualification to progress onto further studies in Higher Education or support other qualifications, such as Medicine or Veterinary Science (for which Chemistry is a mandatory requirement), or enter chemistry-based employment.

What will this course teach me?

This course will give you the skills, knowledge and understanding to make decisions about the way chemistry affects your everyday life by applying concepts to contemporary areas of chemistry and highlighting its relevance to environmental issues of sustainability and scientific developments. Pupils will be expected to: demonstrate and apply knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical and practical context as well as interpreting both qualitative and quantitative data; analyse, interpret and evaluate scientific information, ideas and evidence, including making judgements, reaching conclusions and developing and refining practical design and procedures.

What do I need to know, or be able to do, before taking this course?

The qualification builds on the knowledge, understanding and process skills that you achieved in GCSE Core Science, Additional Science and Chemistry. In Chemistry you will need to be able to communicate effectively, be able to carry out research, work independently and think critically about problems. There will be 20% weighting of mathematical skills within the Chemistry course.

What will I learn?

A level Chemistry gives you the opportunity to study key concepts in greater detail, some of which have been met at GCSE level. Over the course, a minimum of 12 core practicals will be carried out to develop and test practical competency. Throughout the course, an appreciation of the relevance of sustainability to all aspects of scientific developments will be linked to the core content of the A level courses.

Edexcel A level Chemistry includes the following key themes:

1. Atomic Structure and the Periodic Table
2. Bonding and structure
3. Redox
4. Inorganic Chemistry and the Periodic Table
5. Formulae, Equations and Amounts of Substance
6. Organic Chemistry
7. Modern Analytical Techniques
8. Energetics
9. Kinetics
10. Equilibria
11. Acid-Base Equilibria
12. Transition Metals

A level Assessment

Terminal written papers which will be taken at the end of the Upper Sixth will be divided into the following units:

- Paper 1 (1hr 45min) – Advanced Inorganic & Physical Chemistry (30%)
- Paper 2 (1hr 45min) – Advanced Organic and Physical Chemistry (30%)
- Paper 3 (2hr 30min) – General and Practical Principles in Chemistry (40%)

All papers will consist of a mixture of multiple choice, short open-response, extended open-response, calculations, data analysis, practical techniques and synoptic-style questions. A separate assessment of 'practical competency' will be used to assess the ability of students in practical skills at A level over a series of 12 core practicals conducted in the teaching laboratories. The Practical Grade will be reported as 'Pass' or 'Not Reported' but does not affect the overall A level grade awarded.

For Further Information

Please contact Mr G N Saint, Head of Chemistry.

CLASSICAL CIVILISATION

Syllabus	Tbc – the OCR course is currently being accredited
Entry requirements	Grade 5 in GCSE English Language or English Literature

What is Classical Civilisation?

Classical Civilisation will appeal to anyone who is interested in literature, history and art. The syllabus allows a choice of the study of several topics from the classical world of the Greeks and Romans.

On the current course, the following topics are studied:

1. **Homer's *Odyssey* and Society:** one of Homer's great epic poems, studied in translation, about the wanderings of Odysseus on his return from Troy to his home in Ithaca. As well as the story and its characters, social issues for discussion include fate, heroism, morality and justice.
2. **Greek Tragedy in its Context:** four of the finest tragic plays ever written, by Aeschylus (*Agamemnon*), Sophocles (*Antigone*) and the most modern of the great tragedians, Euripides (*Medea and Electra*). This unit also deals with the Greek theatre and development of tragedy as well as its place in the life of fifth-century Athens.
3. **Comic Drama in the Ancient World** focusing on the works of Aristophanes, Menander (Greek) and Plautus (Roman) in their historical, literary and cultural contexts. Plays include Aristophanes' *Clouds* and *Lysistrata*, and Plautus' *Swaggering Soldier* and *The Brothers Menaechmi*.
4. **Virgil and the World of the Hero** which will deal with Virgil's epic masterpiece *The Aeneid* in its literary and cultural context, along with selected parts of Homer's *Iliad*.

Course and Examination structure

All topic areas are examined by a written papers. Each examination has two sections (commentary and essay); in each section candidates are required to answer one question from a choice of two. The texts are not studied in isolation, but rather in the context of the social, political and historical settings of the time. Individual responses and ideas are as important as the assimilation of knowledge.

What previous knowledge or study is required?

No previous knowledge of Latin, Greek, Classical Civilisation or Ancient History is required, and all topics are studied in English. However, you really do need to have a genuine interest in classical literature, history and culture. If you do not, then this may not be an appropriate course for you.

Which A level subjects can I combine with Classical Civilisation?

Classical Civilisation fits very well with any choice of A level courses, and is recognised by universities worldwide. It can be combined with other Arts subjects, or can be taken as a contrasting subject to Mathematics and/or the Sciences.

Other Information

The study of Classical Civilisation provides a great variety of issues and information about the classical world which has been so influential on our modern world. It also develops useful skills in terms of analysis, evaluation, comparison and communication, which are transferable to other subjects, degree subjects and careers.

For Further Information

Please contact Mr Andrew Homer, Head of Classics.

COMPUTER SCIENCE

Syllabus	CIE Computer Science 9608 (AS/A2)
Entry requirements	We would normally expect Grade A in GCSE Computer Science and level 7 in GCSE Mathematics. Students who have not studied GCSE Computer Science or who do not meet the requirements above are considered individually, but are unlikely to be adequately prepared for the A level course.

What do I need to know, or be able to do, before taking this course?

The course builds on the content delivered in the CIE IGCSE Computer Science course. Programming and problem solving will play a significant role in the course and ideally, you will be a confident programmer (which language(s) is unimportant). More important than programming knowledge is the ability to think logically and 'outside the box'. Mathematical reasoning, such as that found in discrete mathematics, is a cornerstone of problem solving and in both designing and implementing algorithms.

Should you be accepted onto the course without a background in computer science, you will be expected to invest the necessary time and effort in bringing your skills up to the required level.

Will it be useful if I am not going on to study Computer Science at university?

With technology driving today's modern world, knowledge of technology beyond a basic grasp is becoming ever more important. For example, physicists and chemists often need to model reactions through the use of programmed simulations. Computer Science also teaches you how to problem solve and form algorithms which can be useful in a wide number of subjects.

In the latest Russell Group Informed Choices document, Computer Science/Computing is seen as a useful subject for many different types of university course. As more schools across the UK offer Computer Science, so too is the increase in the number of universities and courses identifying Computer Science in diverse areas such as Medicine, Physics, Mathematics, Psychology and Engineering.

What will this course teach me?

This course has been designed for pupils who wish to go on to higher education courses or employment where knowledge of computing would be beneficial. One can study Computer Science and go on to a career in medicine, law, business, politics or any type of science.

The course is not about learning to use tools or just training in a programming language. Instead, the emphasis is on computational thinking. Computational thinking is a kind of reasoning used by both humans and machines. Thinking computationally means using abstraction and decomposition and is an important life skill. Computer Science involves questions that have the potential to change how we view the world. For example, we may be computing with DNA at some stage in the future, with computer circuits made of genes.

Computer Science is about designing new algorithms to solve new problems. In this sense, Computer Science is no more about computers than astronomy is about telescopes. Many great challenges lie in the future for computer scientists to solve. This course, with its emphasis on abstract thinking, general problem-solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

Course Structure

The course consists of an AS and A2 year with each year broken down into a theoretical unit and a programming and problem solving unit. All units are 100% examinable.

AS Year

Unit 1 (50% of AS, 25% of A Level): Theory Fundamentals

Unit 2 (50% of AS, 25% of A Level): Fundamental Problem-solving and Programming

A2 Year

Paper 3 (25% of A Level): Advanced Theory

Paper 4 (25% of A Level): Further Problem-solving and Programming Skills

What topics/areas can I expect to see?

There is a wide variety of computer science topics covered in both years of the course:

- Information representation
- Communication and Internet technologies
- Hardware
- Processor fundamentals
- Systems software
- Security, privacy and data integrity
- Ethics and ownership
- Database and data modelling
- Algorithm design and problem solving
- Data representation
- Software development and programming

The A2 year develops on the majority of the topics covered in the AS year to a greater depth and level of complexity.

For Further Information

Please contact Mr L M Minett, Head of ICT and Computer Science.

DESIGN TECHNOLOGY

Syllabus	Edexcel Product Design (Proposed- only draft syllabus available at time of print)
Entry requirements	We would normally expect Grade A in a GCSE Design & Technology discipline, preferably in Product Design. The Deputy Head (Academic), in conjunction with the Head of Design & Technology, will consider on an individual basis those who do not meet the entry requirements.

'Science and Maths alone cannot provide the creative thinking and hands-on experience that is essential to producing world-class designers and engineers. An understanding of Design and Technology ensures that students have the tools to survive in an increasingly fast-paced innovation-hungry marketplace.'

J Mathers, Chief Executive Design Council

The essential core of the subject is balanced between creativity and control, thought and action. The subject has relevance across a number of career paths and past pupils have gone on to study Civil Engineering, Architecture, (Industrial) Product Design, Aerospace/Aeronautical Engineering, Robotic Engineering and the more recently established Design Engineering. The subject is taught through guided units focusing on creative problem solving using systems and control technologies with an emphasis on developing practical skills. The course is flexible, allowing pupils to pursue a route through the subject which best reflects individual interests and skills.

Course Structure

The syllabus consists of

- Project component – 50% of the qualification;
- One externally-examined paper – 50% of the qualification

The style of teaching gives a large proportion of time allocated to the project. The second unit is a synoptic timed paper which will test subject knowledge and design understanding.

The major design/manufacturing unit is 'Design, Make and Evaluate'. Candidates are required to produce a coursework portfolio (PowerPoint presentation) and product of their own choosing that fully demonstrates their designing, making and evaluating skills as well as showcasing creativity, flair and innovation. The final outcome should be sophisticated in both design and manufacture and feature computer aided design and manufacturing skills to a significant level. This unit is intended to draw upon and develop skills acquired across the two year course. The submission will be electronic allowing candidates to drop in videos and soundbites as well as photos and CAD. The guidance time is 50 hours of work with an average of 40- 50 completed A3 (slides).

Exam Unit- is a 2 hour 30 minute examination paper 'Principles of Design and Technology'. This is a timed examination that is based on the study of twelve topics that test candidates understanding of DT theory and their ability to provide a creative response to set questions. The subject content of this unit is focused towards products, production and applications and consists of the following areas of study:

- Materials
- Performance characteristics of materials
- Processes and techniques
- Digital technologies
- Factors influencing the development of products
- Effects of technological developments
- Potential hazards and risk assessment
- Features of manufacturing industries
- Designing for maintenance and the cleaner environment
- Current legislation
- Information handling, modelling and forward planning
- Further processes and techniques

Pupils will focus on resistant materials as a focus area for the option part of this paper (woods, metals and plastics).

Pupils choosing this subject should expect to invest significant additional time throughout the academic year in extended workshops and after school clubs, to improve their skills, understanding and knowledge.

For further information please contact

Ms B D Banks, Head of Design Technology.

DRAMA

Syllabus	OCR Drama and Theatre Studies H059/H459 (Linear)
Entry requirements	Grade B in GCSE Drama and level 6 in English or English Literature. Previous experience of practical drama is strongly recommended for anyone considering this course. In addition, all external applicants for Drama and Theatre Studies will be expected to pass an audition conducted by the Drama Department.

This course explores many aspects of theatre, including acting, improvisation, dramatic theory and the study of plays both in production and as classical and modern set texts. You must be prepared to work academically, to co-operate practically in groups, and to give freely of your time outside normal lessons, including holiday time. You should also enjoy visiting the theatre frequently.

Course structure

Performing Live Theatre	Exploring and performing texts	20% of total A Level Performance and written folder Practically assessed by visiting examiner
Two performance texts on a chosen theme	Exploring performance texts. Analysis and evaluation of a live theatre performance	20% of total A level Written paper 2 hours 15 minutes
Exploration of practitioners and the work of others to create original theatre	Creating, devising and performing a piece of theatre	40% of total A Level Performance and written folder Internally assessed Externally moderated
Exploration of a performance text considering how to create, develop and direct a performance for an audience	Deconstructing texts for a performance	20% of total A level Written paper 1 hour 45 minutes

For Further Information

Please contact Mr D S Proudlock, Head of Drama.

ECONOMICS

Syllabus	Edexcel Economics 8ECO/9ECO (Linear)
Entry requirements	Level 7 in GCSE Mathematics Level 6 in English Language or Literature

What is Economics?

Every society has to make decisions about how to use its limited resources. The study of Economics begins by attempting to analyse how these decisions and individuals firms and governments make choices. Economics offers powerful insights into the way we live. By studying Economics, you should improve your understanding of matters that profoundly affect us all.

Course structure

There are four themes in A level Economics.

<u>Theme 1 Introduction to markets and market failure</u> 1.1 Nature of economics 1.2 How markets work 1.3 Market failure 1.4 Government intervention	<u>Theme 3 Labour market</u> 3.1 Business growth 3.2 Business objectives 3.3 Revenues, costs and profit 3.4 Market structures 3.5 Labour market 3.6 Government intervention
<u>Theme 2 The UK economy – performance and policies</u> 2.1 Measures of economic performance 2.2 Aggregate demand 2.3 Aggregate supply 2.4 National income 2.5 Economic growth 2.6 Macroeconomic objectives and policy	<u>Theme 4 A global perspective</u> 4.1 International economics 4.2 Poverty and inequality 4.3 Emerging and developing economies 4.4 The financial sector 4.5 Role of the state in the macro economy

Assessment at A level

All four themes are externally assessed by written examinations.

Unit 1 ‘Markets and Business Behaviour’ 9EC01 (35% of the A level)

One paper; three sections (2 hours):

Section A	Multiple choice and short answer questions
Section B	Data Response
Section C	Extended open answer questions choice of one from two (100 marks available)

Unit 2 ‘The National and Global Economy’ 9EC02 (35% of the A level)

One paper; three sections (2 hours):

Section A	Multiple choice & short answer questions
Section B	Data Response
Section C	Extended open answer questions choice of one from two (100 marks available)

Unit 3 ‘Microeconomics and Macroeconomics’ 9EC03 (30% of the A level)

One paper; two sections (2 hours):

Section A	Data Response with extended answer questions (choice of one from two)
Section B	Data Response with extended answer questions (choice of one from two) (100 marks available)

Note: this unit is synoptic

How does Economics differ from Business Studies?

Business Studies can be viewed in part as the practical application of economics to the business environment of the real world. In Business Studies, government and consumer behaviour are analysed in terms of their effects on business. For example, the economist will be trying to answer the question “What factors will lead to changes in the level of interest rates?” For the business analyst, the important issue is “What effects will changing the rate of interest have on business?”

In Economics, the emphasis is rather wider; it involves the implications for society. In turn, Business Studies is much wider than the practical application of Economics; it also involves consideration of aspects of law, accountancy and psychology, which are not covered in the Economics course.

What level of mathematical ability and written English are required?

You will be expected to use and interpret graphs, tables, bar charts, pie charts and composite indicators. Calculation of index numbers and elasticity along with marginal cost/revenue and utility calculations are also expected. Calculations of mean, median and interpretation of relevant data are also expected. You will also be required to combine your ability to interpret data, with an ability to write coherently and analytically.

What can Economics be combined with?

Although Economics has links with Geography, Politics, History and Mathematics, it can be successfully combined with any other subject area. It will particularly appeal to those with a keen interest in current affairs.

For further information

Please contact Mr M S Smith, Acting Head of Business Education.

ENGLISH LITERATURE

Syllabus	Edexcel English Literature 9ET0 (Linear)
Entry requirements	Level 6 in both GCSE English Language and English Literature

What A level English Literature offers

Pupils who opt for English Literature at advanced level should be keen readers and enjoy the challenge of writing detailed critical essays. The course will aim to advance the pupils' literacy and literary awareness to a high level and they will be expected to read widely beyond the prescribed texts themselves. They will also have the opportunity to join in with events organised by the English Society such as regular theatre trips into the West End, lectures with both in-house and invited speakers, creative writing and many other possibilities. There are also seminars, led by English staff and pupils, on texts/authors which are not necessarily featured in the examination specification. These occur every other Friday lunchtime in the Piper Library, to which Sixth Formers studying English Literature are encouraged to attend.

Course Structure

English Literature is in the first batch of 'reformed' subjects and so a new specification has been taught since September 2015. The following features of the course should be noted:

- The course is linear and of two years' duration. There will be a mix of final external examinations (taken in June 2018) and a coursework component. The examinations will attract 80% of the marks, leaving 20% for the coursework.
- Each of the principal literary genres is taught discretely (Poetry, Prose, Drama).
- In Poetry there will be a requirement to write about 'unseen' verse.
- One Shakespeare play will be taught/studied – the chosen text will be one of the major tragedies, probably 'King Lear' or 'Antony and Cleopatra'
- Pre-1900 and post-1900 texts will be offered – of the latter one (Modern Poetry) is a post 2000 text.
- In the examinations and the coursework there will be both 'whole text' and 'close reading' styled assignments.
- Pupils will be expected to write comparatively about their chosen texts in coursework and of set texts in the examinations.
- At least one major topic area will be taught. As examples, this might include 'American Literature', 'The Gothic', 'Women in Literature', 'The Immigrant Experience'. A range of texts (usually three), as well as secondary critical material, will be taught/studied in preparation of these topics.

Choice of texts taught in the Lower Sixth

- *Modern Poetry*: 'Poems of the Decade, 2002-11' and unseen poems
- *Prose*: 'Women and Society' (comparison of Emily Bronte, 'Wuthering Heights' and Virginia Woolf, 'Mrs. Dalloway')
- *Modern Drama*: Tennessee Williams, 'A Streetcar Named Desire'

Choice of texts taught in the Upper Sixth

- *Poetry*: pre-1900 (Chaucer, 'The Wife of Bath's Prologue and Tale') and unseen poems
- *Shakespeare*: 'King Lear'/'Antony and Cleopatra'
- *Coursework*: comparison of two major texts on a topic determined by the teacher (*see above for possible options*)

For further information

Please contact Mr R W Searby, Head of English.

FRENCH

Syllabus	AQA Spanish 7950/7951 (Linear)
Entry requirements	Grade B in GCSE French

It is always an advantage to have an AS or A level in a Modern Foreign Language as language graduates are in great demand and sought-after by employers. However, the jump from GCSE to A level French is much larger than you would expect, as the range of registers, syntax and grammar is greater than at GCSE level. As well as enjoying the subject, ideally you should be aiming to achieve an A or A* in your GCSE in order to cope with the demands of the A level course.

Studying French to A level entails developing good (almost fluent) spoken French and also involves enhancing your grasp of written structures, grammar and vocabulary. The language is studied via important cultural, social, political, historical and economic topics of contemporary interest. Authentic material (newspapers, magazines, books, audio and video recordings) is widely used for lessons and pupils will also study French literature and film. Each Sixth Former has a dedicated speaking lesson with the French assistant every week to increase both confidence with and fluency in the language. You will also need to keep abreast with current affairs and are expected to read around the subject in addition to the set prep time of five hours per week minimum as well as attending the language laboratory.

A level French focuses particularly on honing the productive skills of spoken and written language. This entails the extension of writing techniques (including translation into French and English), structuring thoughts and ideas in essays and the ability to debate. The course also has an element of independent study where pupils have to complete an individual research project which will be discussed in the oral exam.

Key features of the A level course

Module	Title	Content	Assessment (all examined at end of the Upper Sixth)	Weighting
Paper 1	Listening, Reading and Translation	<ul style="list-style-type: none"> Aspects of French society Current affairs in France Artistic and political culture in France 	2 hour 30 min paper Listening comprehension questions (where the candidate has full control) Reading comprehension questions Translation into French and English	40%
Paper 2	Writing	An in-depth study of two set texts (chosen from a prescribed list of novels, plays, poetry and film)	2 hour paper Two essays, one on each set text	30%
Paper 3	Speaking	As per Paper 1 and topic chosen by pupil for the individual research project	21-23 minutes (including 5 minutes preparation) 6-7 minute discussion of a pre-prepared stimulus card on the Paper 1 topics 2 minute presentation on individual research project 8-9 minute discussion of the individual research project	30%

For further information

Please contact Mr M S Bardou, Head of Modern Languages, French and Spanish.

GEOGRAPHY

Syllabus	CIE Geography (AS/A2)
Entry requirements	Normally Grade B in GCSE Geography

There has never been a better or more important time to study Geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Geographers are also highly employable.

Dr Rita Gardner, Director of the Royal Geographical Society

Should I do A level Geography?

Geography at A Level is for those who want to make sense of the world they live in. It will show how humans affect the environment and how people adapt and reduce the effects of processes on their environment. This varies from place to place depending on people's resources, technology and culture. There is plenty of room for discussion and research which will help you become more independent as a thinker and learner. As a subject, Geography sits comfortably with Science subjects, the Arts, Humanities or Languages. It will add breadth to any subject combination and it is seen as a 'facilitating subject' by universities. You will need sound literacy and numeracy skills to complete the course successfully. Pupils will also be expected to read widely, particularly on current affairs at a local and global scale. Geography students are advised to subscribe to 'Geography Review' as an A level support magazine.

Some of the key skills that you will develop over the year include:

- the ability to analyse and problem solve, having to develop solutions;
- an ability to critically analyse and interpret data and make decisions;
- your numerical skills and the presentation of numerical data;
- the use of ICT especially in helping to demonstrate patterns or highlight problems;
- the ability to communicate an argument, both orally and in writing;
- the capability to be flexible and adapt to deal with the unexpected.

Assessment

- Lower Sixth: one three hour paper (100% of AS level or 50% of A level)
Range of question from multiple choice to extended prose
- Upper Sixth: two 1 hour 30 minutes papers (50% of A level)
Structured question and essay question

Note as this is an international AS/A level, the marks achieved in the Lower Sixth count towards the final A level grade.

Lower Sixth Topics

<i>Physical Geography</i>	<i>Human Geography</i>
<ul style="list-style-type: none"> • Hydrology and fluvial geomorphology • Atmosphere and weather • Rocks and weathering 	<ul style="list-style-type: none"> • Population • Migration • Settlement dynamics

Upper Sixth Topics

<i>Physical Geography</i>	<i>Human Geography</i>
Two from: <ul style="list-style-type: none"> • Hazardous environments • Coastal environments • Tropical environments • Hot arid and semi-arid environments 	Two from: <ul style="list-style-type: none"> • Global interdependence • Economic transition • Production, location and change • Environmental management

Geography beyond Mill Hill

Geography combines well with both Arts and Science subjects. You may be thinking ahead to potential university and career choices so it is worth bearing in mind that Geography is a broad based subject. Geography is an obvious choice for some careers such as those related to sustainability or urban regeneration/ planning. For careers in the world of business an understanding of global economics forms an important part of geography. If you are thinking of a career in law, international relations or welfare then geography gives you the opportunity to consider relevant issues such as; how do we measure development? What are the consequences of migration on societies? If you are aiming at a future course in Medicine or Veterinary Medicine then geography will help you develop a clearer understanding of how the environment affects health and survival of people, animals and ecosystems as well as enhancing your skills of writing essays and extended reports.

For further information

Contact Ms S J Bull (Head of Geography)

GERMAN

Syllabus	AQA German 7661/7662 (Linear)
Entry requirements	Grade B in GCSE German

The advanced study of German is of clear practical use in career terms. The German-speaking countries are close neighbours, and Germany in particular is one of the most successful and prosperous members of the European Union and a major trading partner of the United Kingdom. Whatever your future career path, it is likely that it will be an advantage to have studied at least one foreign language to A level. Germany continues to play a key role in the development of the EU so demand for German speakers in the field of business, even within the UK, is likely to increase.

Through the A level German courses the Department aims to enable you to:

1. develop your spoken and written skills in German;
2. communicate confidently and clearly in the language through the spoken and written word;
3. improve your understanding of advanced grammatical concepts;
4. develop skills and attitudes needed for further study and work;
5. develop insights into, and encourage first-hand contact with, the German-speaking countries;
6. gain intellectual stimulation and enjoyment from your study of German language and culture.

As most of the grammar required will be covered in the Lower Sixth, the focus in the Upper Sixth is on developing students' fluency and manipulation of the German language. The topics covered are wide-ranging and include matters specific to German-speaking countries as well as major international issues. Students are required to discuss such issues in much greater depth, thereby acquiring better cultural and general knowledge.

We expect that you will arrange to spend some time in a German speaking country in order to put your classroom learning into practice. This can be facilitated through the School's European Initiative, which offers opportunities such as work experience placements. The Department has a large stock of recorded audio and video material and considerable use is made of schools' programs produced by the BBC or ITV, as well as authentic German radio and satellite TV, and German cinema films.

Key features of the A level course

Module	Title	Content	Assessment (all examined at end of the Upper Sixth)	Weighting
Paper 1	Listening, Reading and Translation	<ul style="list-style-type: none"> Aspects of German society Current affairs in Germany Artistic and political culture in Germany 	2 hour 30 min paper Listening comprehension questions (where the candidate has full control) Reading comprehension questions Translation into German and English	40%
Paper 2	Writing	An in-depth study of two set texts (chosen from a prescribed list of novels, plays, poetry and film)	2 hour paper Two essays, one on each set text	30%
Paper 3	Speaking	As per Paper 1 and topic chosen by pupil for the individual research project	21-23 minutes (including 5 minutes preparation) 6-7 minute discussion of a pre-prepared stimulus card 2 minute presentation on individual research project 8-9 minute discussion of the individual research project	30%

For further information

Please contact Mrs B K Hazeldine, Head of German.

GOVERNMENT AND POLITICS

Syllabus	Edexcel Government and Politics 9PLO/01/02/3A/3B
Entry requirements	Grade B in GCSE History

Government and Politics should appeal to anyone who is interested in the structures of authority and power within British society and the USA. The course provides students with a clear understanding of the theories, motives and values that underpin political processes and governmental decision-making. It also examines the role of key institutions in the UK and the US, exploring how they resolve conflicts and allocate limited resources.

In the course you will learn to analyse rhetoric, to weigh evidence against opinion and to understand how peoples' lives as citizens are affected by political activity. You will develop a critical awareness of political events and issues and an empathetic understanding of the main political viewpoints as well as studying the key ideologies which have helped to shape the world we live in

Through essay writing and documentary analysis you will develop the skills required to argue a case with relevance and coherence: valuable assets in a wide range of professional managerial and business fields. In short, this course is both an academic discipline and a preparation for effective participation in society.

Course Structure

The A Level course comprises three components:

Component 1: UK Politics

This unit introduces students to the study of politics by looking at the central ideas of citizenship, democracy and participation by examining Parties, Pressure Groups and the Electoral System in the UK. The key core ideas associated with conservatism, socialism and liberalism will also be explored.

Written exam 2 hours

33 1/3 % of the qualification

84 marks

Section A Two 30 mark questions

Section B One 24 mark question

Component 2: UK Government

This unit examines the functioning of the constitution, the role and significance of Parliament, the power of the executive and the effectiveness of the courts in protecting civil liberties. One of anarchism, ecologism, feminism, nationalism or multiculturalism will also be studied.

Written exam 2 hours

33 1/3 % of the qualification

84 marks

Section A Two 30 mark questions

Section B one 24 mark question.

Component 3: Comparative Politics

This unit examines the US Constitution and federalism, US Congress, US Presidency, US Supreme Court, democracy and participation and civil rights.

Written exam: 2 hours

33 1/3 % of the qualification

84 marks

Section A One 12 mark question

Section B One 12 mark question

Section C Two 30 mark questions

For further information

Please contact Mr D W Hine, Head of Government and Politics.

HISTORY

Syllabus	OCR History A H005/H505 (Linear)
Entry requirements	Grade B in GCSE History

Pupils who choose History as one of their A levels normally do so because they enjoy the subject and have a natural curiosity about the past. The study of history is both interesting and intellectually rigorous. It develops the skills of research, assimilation, comprehension and the analysis of a wide range of material, formulation of a reasoned interpretation and the development of an ability to communicate clear and coherent judgement. Consequently historians are to be found in a wide range of professions because of the general intellectual training the subject offers.

A Level Course Structure

The A level course comprises three examined units and a topic based essay (coursework) unit.

Unit 1: A British Period Study with an Enquiry Topic

The Mid Tudor Crises 1547-1558 and Elizabethan England 1558-1603

The Enquiry Topic is a source-based study which covers the stability of the monarchy under Edward VI and Mary Tudor focusing on issues of age and gender, religious changes leading to unrest and persecution, and the causes and nature of the rebellions of 1549 (Western and Kett), 1553 (Lady Jane Grey) and 1554 (Wyatt).

The Period Study is an essay-based course covering the political dynamics of the Elizabethan monarchy, including the roles of the Court, Privy Council and Parliament; the Elizabethan religious settlement, the Puritan challenge and Catholic threats; Marriage and Succession; the threat of Mary Queen of Scots, the Northern Rebellion and Foreign Policy.

The examination is 1 hour 30 minutes and is worth 25% of the total A level.

Unit 2: A European Period Study

Russia 1894-1941

This Period Study covers the rule of Tsar Nicholas II, the causes and events of the 1917 Revolutions, the Bolshevik consolidation of power under the leadership of Lenin, and the rise to power and rule of Stalin.

The examination is 1 hour and is worth 15% of the total A level.

Unit 3: A Thematic Study and Historical Interpretations

Civil Rights in the USA 1865-1992

This unit focuses on the struggle of citizens in the US to gain equality before the law without regard to ethnic origin, gender or wealth. Candidates will study the main developments and turning points relevant to the theme such as the role of African Americans in gaining civil rights, the changing status of Native Americans and the various campaigns for women's rights.

Three in-depth studies of Civil Rights in the 'Gilded Age' 1875-1985, the New Deal and civil rights and Malcolm X and Black Power will examine the debates and interpretations surrounding these topics.

The examination is 2 hours 30 minutes and is worth 40% of the total A level.

Unit 4: A Topic based Essay of 3000-4000 words

This essay may arise from content studied elsewhere in the course or be on a topic of the learner's choice.

The essay is worth 20% of the total A level.

For further information

Please contact Mr M Dickinson, Head of History.

IELTS PREPARATION COURSE

Pupils in the Lower Sixth who have a first language other than English will take an IELTS preparation course beginning in September.

IELTS stands for the **I**nternational **E**nglish **L**anguage **T**esting **S**ystem, a university entry requirement examination for overseas students wishing to go on to further education in an English speaking country. The pupils will prepare for the Academic paper in order to meet the entry criteria of UK universities. The examination is marked on a band scale of 1-9. Each section is given a mark and then a final overall average score is provided. The band score requirements differ according to the course and University applied to; the more academic the course, the higher the band score needed. An average score for IELTS would be 6.5 and most universities would require at least this score in every component.

Pupils will follow a curriculum covering the four key areas of **Listening, Reading, Writing** and **Speaking**. They will extend their vocabulary on a range of topics and learn to construct sentences and paragraphs using complex structures. Overall speaking fluency will improve through regular speaking practice and assessment and there is a strong focus on writing skills, accuracy and examination techniques. The work done in the IELTS preparation course is naturally of benefit to the pupils' academic progress in their AS subjects.

Lower Sixth overseas pupils will take the IELTS Preparation course in addition to three A level courses and should expect to do the same amount of prep and work outside of the classroom as they do for their other subjects. They will take the IELTS examination at the end of the academic year.

For further information

Please contact Ms K E Ferson, Head of EAL.

LATIN

Syllabus	OCR Latin H043/H443
Entry requirements	Grade B in GCSE Latin

Aims of the Course

- To build on the knowledge, understanding and skills required for GCSE Latin.
- To develop an understanding of elements of Classical civilisation, literature and language which have had a profound effect on modern societies.
- To develop a high level of competence in the Latin language and a sensitive and analytical approach to language generally.
- To develop an awareness of the influence of the Latin language on the languages of today and of its distinctive modes of expression.
- To read, understand and make an informed personal response to literature in the original language.

Areas of Study

Aside from further study of the Latin language, these will depend to a large extent on the literature specified each year by the examination board. The way the reformed A level works is that in effect a half-set of prescribed texts is studied for the award of a discrete AS Level, whilst further study, including those texts will lead to a full A Level. A further change at is the fact that there are prescribed authors for the Unprepared Translation section of the examination; for verse it will be Ovid (hexameters/ elegiac couplets) and for prose, Caesar or Livy. This encourages general reading of these authors to become accustomed to their style and subject matter in preparation for the passages chosen in the examination.

Assessment

Assessment is entirely by written examination.

- Unseen Translation (33% of total A level)
- Prose Composition or Comprehension (17% of total A level)
- Prose Literature (25% of total A level)
- Verse Literature (25% of total A level)

Other Information

Like all Arts subjects, Latin is not a vocational subject, but rather a discipline which uses the language and subject matter to develop a range of personal skills which are useful for other A level courses and greatly valued by higher education institutions, which recognise the breadth and academic rigour of the subject. It remains fair to say that Latin is one of the most highly regarded 'traditional' (and 'facilitating' – Russell Group universities) subjects.

A successful Latin candidate will not only have a well-developed linguistic ability and understanding through analysis of a logical language and its influence on modern languages (especially Portuguese, Spanish, Italian and Romanian); he or she will also have a developed imagination and wide-ranging experience of many issues raised by the literature and culture of Rome as well as an ability to formulate a considered response to them.

For Further Information

Please contact Mr Andrew Homer, Head of Classics.

MATHEMATICS

Syllabus	Tbc
Entry requirements	Grade 7 in GCSE Mathematics

Introduction

Mathematics is the tool of the engineer, physicist, chemist and economist it is true but it can be far more accessible than most think if you are prepared to put the quality of effort in and it is often a subject that might be studied for intrinsic interest too. There is a considerable amount of algebra in all branches of the subject, so you will need to be quick and confident in algebraic techniques. You will also need to be able to grasp new and unfamiliar concepts quickly, and to be analytical, thorough, organised, enjoy challenging yourself and be able to work independently. Your ability to cope with the Problem Solving and Reasoning questions in GCSE will demonstrate to you how well you might be able to cope with these aspects of the A level. If you think you have these qualities and have a flair for and interest in the subject, then it is very likely you will enjoy the course and be successful in it.

Entrance Qualifications

The jump from GCSE to A level Mathematics is much larger than you would expect. Even if you are mastering GCSE level and you enjoy Mathematics, it does not necessarily mean that you will manage the demand of A level or be successful at it. You must gain a 7, 8 or 9 grade at GCSE; past research has shown that only those with grades 8 and 9 tend to successfully cope with Mathematics at A level. The Deputy Head (Academic), in consultation with the Head of Mathematics, will consider those who do not achieve this standard on an individual basis but pupils in such circumstances really should not be considering this A level as it is extremely likely their algebraic skills are not up to the task ahead.

Course Details

Details of the course are yet to be confirmed whilst final accreditation is still awaited from Ofqual (at time of writing). But the course is more demanding than the A level it is replacing. In particular, it will now contain more challenging and, at the same time, interesting applied mathematics (both mechanics and statistics) learned throughout the two years of the course. This should prove more of a support to those studying subjects such as Physics, Chemistry, Biology, Economics, Geography and Psychology than the previous syllabus had done.

The course is likely to consist of Pure Mathematics and Applied Mathematics in the ratio 2:1. With the Pure content covering topics such as algebra, trigonometry, coordinate geometry, calculus and the Applied content covering both Statistics and Mechanics over the 2 years of the course.

A level Further Mathematics

This is a stimulating and challenging course that involves the study of a second A level over the course of two years. It is likely that an A level in Mathematics will be covered in the Lower Sixth with the A level in Further Mathematics covered in the Upper Sixth.

Further Mathematics is only meant to be tackled by the very ablest mathematicians and should only be considered if you are to achieve an 8 or 9 grade at GCSE. The aims of the course are to extend your ability to develop and test mathematical theories, to develop an enquiring approach to mathematical problems and to gain a deeper understanding of the theory lying behind A level Mathematics. In addition to studying the A level topics in greater depth, additional topics such as Complex Numbers, First and Second Order Differential Equations, Polar Coordinates, Hyperbolic Functions, Motion in a Circle, Statics of Rigid Bodies, Elastic Strings and Springs and Hypothesis Testing in Statistics are covered. The Department has an excellent record of achieving top grades in Further Mathematics and you will put yourself in a strong position as a university candidate.

Because of the demands of the course and the demand for the course from students, consistently high results will be expected throughout the year, including from mock exams within the very first term.

For Further Information

Please contact Mr K P Bulman, Head of Mathematics.

MUSIC

Syllabus	OCR H543 (Linear)
Entry requirements	A minimum of Grade B in GCSE Music plus Grade 5 performance standard (you do not have to have taken the exam) in at least one instrument. The course is open to those who have the relevant musical experience but have not studied GCSE Music - you should seek the advice of the Director of Academic Music.

Because of the wide range of skills it requires, A level Music is considered a highly demanding and valuable course and is therefore looked upon favourably by the most demanding universities. Pupils opt to study Music for a variety of reasons. For some it is a prelude to the study of Music at university or Music College, whilst others pursue it as a passion, knowing that music will be a part of their life whatever path they decide to take. Whatever your reason for taking Music, the course offered at Mill Hill develops a wide range of musical disciplines and complement scientific, linguistic and humanist A level combinations.

Course Structure

Performance (30%)

The course offers a wealth of performing opportunities in and out of school as a soloist and ensemble musician. A-level music students prepare for an extended recital with regular coaching, workshops and performance opportunities.

Composition and Compositional Techniques (30%)

A level musicians develop free compositional skills as well as honing the techniques of various historical and contemporary styles, such as song, string quartet, chorales and jazz styles. In free composition A level students are free to set their own briefs and develop their own compositional language.

Listening and Appraising (40%)

At A level pupils study a variety of topics from the sixteenth century to the present day. The topics and works studied are chosen with the interests of the particular students in mind. These are assessed with a written exam featuring aural questions on unfamiliar pieces and essay writing. Possible topics include:

- Instrumental Music of Haydn, Mozart and Beethoven
- Popular Song: Blues, Jazz, Swing and Big Band
- Developments in Instrumental Jazz 1910 to the present day
- Religious Music of the Baroque Period
- Programme Music 1820 – 1910
- Innovations in Music 1900 to the present day
- Music for Stage and Screen in the Twentieth Century

For Further Information

Please contact Mr H E Brink, Director of Academic Music.

PHYSICAL EDUCATION

Syllabus	OCR Physical Education H555 (Linear)
Entry requirements	Grade BB in GCSE Science A and Additional Science, or a B grade in GCSE Biology, or Grade B in the GCSE PE Theory Paper

To be successful at A level PE you will need to have good practical skills and also be able to cope with the demands of the theoretical aspects of the course. Interest, determination and a good level of physical ability are essential.

The course is delivered through a combination of theoretical and practical lessons to provide pupils with the opportunity of applying theory content to relevant experiences within sports.

A number of pupils who have studied A level Physical Education have gone on to take university degrees in Sport Science, Sport Management, Sport Education, Sports Coaching and Physiotherapy.

A Level Course Structure

Unit 1: Exam (70%)

- Paper 1 *Physiological factors affecting performance*
Applied Anatomy & Physiology, Exercise Physiology and Biomechanics. (2 hours – 90 marks – 30% of A level: comprising short answer, extended writing and synoptic assessment)
- Paper 2 *Psychological factors affecting performance*
Skill Acquisition and Sport Psychology. (1 hour – 60 marks – 20% of A Level: comprising short answer, extended writing and synoptic assessment)
- Paper 3 *Socio-cultural issues in physical activity and sport*
Sport and Society and Contemporary Issues in Physical Activity and Sport. (1 hour – 60 marks – 20% of A Level: comprising **short answer, extended writing and synoptic assessment**)

Unit 2: Non-Exam Assessment (NEA) (30%)

Performance or Coaching – 30 Marks

Learners can be assessed in the role of performer or coach in one activity from a list of approved activities. The assessment requires pupils to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

Evaluation and Analysis of Performance for Improvement (EAPI) – 30 Marks

In addition to a practical performance, learners will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Learners 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, learners will provide an oral response analysing and critically evaluating their peers' performance.

For Further Information

Please contact Mr D L Townson, Head of Physical Education.

PHYSICS

Syllabus	AQA Physics 7408 (Linear)
Entry requirements	We would normally expect Grade A in GCSE Physics or AA in GCSE Science A and Additional Science . If taking Science A and Additional Science, your mark in the Physics component must also be of at least A grade standard. Grade B in GCSE Mathematics is also expected. The Deputy Head (Academic), in conjunction with the Head of Physics, will consider on an individual basis those who do not achieve the entry requirements. Although our A level Physicists are not required to take A-level Mathematics they would be wise to consider doing so.

Is Physics suitable for me?

Physics is best studied by those who, enjoy both *experimenting* - investigating, understanding and predicting events in the material world - and *theorising* - precise logical reasoning and problem-solving of an abstract kind, similar to that met in mathematics. The subject demands a high level of mathematical and written communication skills.

What will this course teach me?

This course will give you the knowledge and understanding to make decisions about the way Physics affects your everyday life and it will provide the skills to allow you to study further into the subject. You will be expected to: demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures; apply knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical and practical context as well as interpreting both qualitative and quantitative data; analyse, interpret and evaluate scientific information, ideas and evidence, including making judgements, reaching conclusions and developing and refining practical design and procedures.

What do I need to know, or be able to do, before taking this course?

The qualification builds on the knowledge, understanding and process skills that you achieved in GCSE Core Science, Additional Science and Physics. In Physics you will need to be able to communicate effectively, be able to carry out research, work independently and critically think about problems. At least 40% of the assessment will relate to mathematical skills within the Physics course and another 15% will assess knowledge, skills and understanding of the practical work.

What will I learn?

A level Physics gives you the opportunity to study a core of key concepts in greater detail, some of which have been met at GCSE level. Over the course, a minimum of 12 core practicals will be carried out to develop and test practical competency for which you will keep a lab book.

The specific topics are:

Core

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics

Options

9. Astrophysics
10. Medical physics
11. Engineering physics
12. Turning points in physics
13. Electronics

A level Assessment

Six hours of terminal written papers which will be roughly divided into the following units:

- Paper 1 – Measurements, Particles, Waves, Mechanics and Electricity (~35%)
- Paper 2 – Thermal Physics, Fields and Nuclear Physics (~35%)
- Paper 3 – Practical Skills and Data Analysis and Turning Points in Physics (~30%)

All papers will consist of a mixture of multiple choice, short open-response, extended open-response, calculations, data analysis, practical techniques and synoptic style questions. A separate assessment of 'practical competency' assesses the ability of students in practical skills at A level over a series of 12 core practicals. The Practical Grade will be reported as 'Pass' or 'Not Reported' but does not affect the overall A level grade awarded.

For Further Information

Please contact Mr L J Stubbles, Head of Science and Physics.

PSYCHOLOGY

Syllabus	AQA
Entry requirements	GCSE Grade B in English and Mathematics and two B grades in Science subjects (i.e. BB in in GCSE Science A and Additional Science, or two B grades from GCSE Biology, Chemistry and Physics).

What is Psychology?

Psychology is the scientific study of the mind and behaviour. Psychology is well suited to students who are curious, and enjoy thinking about and researching questions such as: 'How does memory work?', 'How is our behaviour influenced by those around us?', and 'How do our early attachments affect the relationships we form in later life?'

Due to the cross-curricular nature of Psychology, with strong links to Biology, Mathematics and Humanities, pupils with an A Level in Psychology have gone on to study a variety of different courses at university. This also makes Psychology an excellent subject to pair with a diverse range of subjects at A Level for example, Physical Education, Biology or any Humanities subject.

Although Psychology isn't *psychiatry* (a field of medicine concerned with the diagnosis and treatment of mental diseases) or *psychotherapy* (use of psychological methods to modify human behaviour), understanding the mind and behaviour will contribute to these fields.

What does the AS/A level course involve?

AS/A level Psychology courses concentrate on three areas:

1. Detailed study of classic and contemporary studies in Psychology;
2. The research methods psychologists use;
3. The applications of research in Psychology.

In the first year students will study a variety of topics including: memory, social influence, attachment, research methods, approaches, biopsychology and psychopathology (the study of abnormalities). In the second year of the A level course, students will specialise in three areas of research, for example, forensic psychology, gender, addiction, schizophrenia or stress. As well as this there will be further study on research methods with pupils being required to carry out their own experiments.

There is no coursework in the new A level courses, so assessment is by externally assessed written examinations.

Why choose to study Psychology?

Psychology will allow you to have a better understanding of the human mind and how everyday behaviour is influenced by the world around us. It will enable students to develop their critical thinking, evaluative skills and have a better understanding of many social, scientific and contemporary issues involved in our daily life.

What skills are required to do well at A level Psychology?

Psychology is a scientific course, so competency in Science and Mathematics is important. Psychology is a demanding subject and will require pupils to conduct independent research outside of lessons. Candidates will be required to design their own investigations and analyse data using statistical methods. Due to Psychology being a linear course with the exams at the end of the two years, the ability to recall information is important. As Psychology is a Social Science, the capability to write short essays as well as analysing experimental data is essential.

What would lessons be like?

As Psychology is an experimental discipline, pupils would have a mixture of practically-based and theory-based lessons. Most lessons would involve class discussion about aspects of psychological research and study of specific experiments and case studies. Pupil-led oral presentations and independent research would take place regularly. In order to conduct larger investigative studies, pupils would need to use some non-lesson time in school collecting data from participants, e.g. at lunchtimes. Some lessons would be more mathematically focused, analysing data from investigations into aspects of human behaviour.

For Further Information

Please contact Miss H Kimber, Teacher in Charge of Psychology.

RELIGIOUS STUDIES (PHILOSOPHY, ETHICS AND THEOLOGY)

Syllabus	OCR Religious Studies H573 (comprising three components: Philosophy, Ethics and Theology)
Entry requirements	GCSE Grade B in one of the following subjects: Religious Studies, English Language, English Literature or History. The A level Religious Studies course is designed for those who are new to Religious Studies, as well as those who have taken Religious Studies GCSE and who will be more familiar with some of the subject matter.

1 'All faiths and none' are very welcome

- Religious Studies does not require any personal religious commitment; it is about the academic study of religion, as the name suggests (as opposed to RE which could be seen to falsely imply that the course is educating students to be religious!)
- The academic nature of the course will appeal to pupils wherever they are on a 'spectrum of belief' - from those with a strong religious faith in a world religion, to agnostics, atheists and humanists.
- The ancient Greek philosopher Socrates famously stated that *"the unexamined life is not worth living"* and hence the course will attract pupils with enquiring minds who are interested in the intellectual exploration of fundamental philosophical, ethical and religious dimensions of human life.

2 The importance of Philosophical, Ethical and Religious 'literacy' in the 21st century

- In almost every newspaper on any given day there will be references to issues in Philosophy, Ethics and Religion (Theology). It has been said that, *'Philosophy, Ethics and Religion are as old as history, and as up-to-date as today's news. Ideas that were hammered out centuries ago still shape the way we live and the way we think about ourselves...'*
- In this course, Philosophy and Ethics are combined with a rigorous study of the central intellectual developments in a major world religion – Christianity.
- The course enables learners to adopt an enquiring, critical and reflective approach to the way in which Philosophy, Ethics and Religion (Theology) influence life.
- By studying a wide range of issues (see course content) pupils will find that the topics have relevance to many careers, as well as helping them to engage with the major questions of human existence which we all face.
- Indeed a recent Government All Parliamentary Group consultation paper on RS in schools (July 2016), stated that; *'We are entering a defining period for our country, our national life and our national identity. The shape of our religious landscape is changing, as is the place of religion in the public sphere, our private lives and our local communities, and these will continue to do so for years to come. It is more important than ever, therefore, that action is taken to ensure 'religious literacy' - that we all have the knowledge and skills required to engage effectively with religion.'*

3 Curriculum links with other humanities and science subjects

- The 'cross curricular' character of the syllabus makes RS appealing and relevant to pupils who are taking A Levels in the Sciences as well as in the Arts and Humanities subjects.
- RS integrates very well with many other A Level subjects, for example through the topics in science and religion; the meaningfulness of language; medical ethics; sexual ethics; business ethics; psychology and consciousness; determinism and free will.
- RS can be taken in combination with most other A Level subjects. However, the following are particularly complementary as there is some course overlap: *Business Studies, Classical Civilisation, English, Geography, History, Government and Politics, Psychology and the Sciences - especially Physics and Biology.*

4 University entrance to the top Russell Group universities; RS opens doors to many university courses

- Far from being a 'soft' option (a common misconception from a bygone era), Religious Studies is extremely academically rigorous. For example, RS features on the list of good choices for arts and social sciences courses at the University of Cambridge.
- Religious Studies is also stated by the Russell Group of leading universities as *'suitable preparation for entry to university'*.
- RS will not prevent pupils from gaining access to any major university for a vast range of subjects, either in the UK or abroad. In the last two years at Mill Hill, those who have studied RS A level have gone on to university to study: English, History, History of Art, Education, Mathematics, Sports Science, Psychology, International Business with Chinese, Sociology, Computer Science, Economics, Entrepreneurship, Modern Languages, Business Management, Film and Television Production, Fashion, Communication and Promotion.

5 Philosophy and Theology at University

- RS A Level can also lead to Single Honours degrees in Philosophy and/or Theology at most major UK universities or as part of a Joint Honours degree, in combination with a large number of subjects.
- Typical grade offers at these institutions are AAB to BBB (or A*AA for Oxford and Cambridge).
- Currently there are seven former Mill Hill pupils at major universities reading Philosophy/Theology, having taken RS A Level: (Birmingham [2], Exeter, Edinburgh, King's London, Kent, NCH London)

6 Religious Studies can lead to many varied graduate careers

- For Philosophy and Theology graduates the UCAS website identifies a number of possible careers. This list is not exhaustive, but among them are: *'Law, Education, Journalism and the Media, Social and Pastoral Care, Government, Publishing, Charity Work, Personnel, Business, Computer and Information Technology, Teaching - and in all contexts where precision, clarity and high level abstract planning and analysis are required. It is good preparation for Management and Leadership roles.'*

7 Employability – A wide range of desirable intellectual skills; the importance of oracy alongside literacy

- Students of Philosophy, Ethics and Theology have sometimes been called *'conceptual engineers'* - those who analyse human thinking to ensure that ideas and arguments have strong foundations and solid structures.
- Thus the A Level course enables students to develop a range of intellectual skills which are highly valued by universities and employers: *independent thinking; empathy and openness to diverse views; the ability to construct and defend logical arguments; identifying false premises and invalid reasoning; thinking and problem solving; writing skills and clarity of expression.*
- However, the subject also expects and encourages wide-ranging discussion and debate in the classroom - oracy skills which are not formally examined, but which are highly prized skills that employers value.
- *'It is not surprising that employers want to recruit young people who have not only relevant technical knowledge and skills, but who are effective public communicators and collaborative problem solvers.'* Professor Neil Mercer, Faculty of Education at University of Cambridge.
- Armed with such skills, RS students can take on any intellectual challenge!

8 And last but not least – A journey of personal self-discovery

- The famous ancient Greek saying puts it succinctly - *'Know thyself'*. In a post-modern world of bewildering moral complexity and cultural diversity it is important for a pupil's self-confidence to understand the Philosophical, Ethical and Religious foundations which have helped to shape society.
- This course of study enables pupils to articulate their *own* Philosophical, Ethical and Religious belief systems as they leave Mill Hill and take up their place in the world.
- Pupils taking the Religious Studies option are not simply *studying* Philosophy, Ethics and Religion (Theology) –they are *becoming* Philosophers, Ethicists and Theologians.

Religious Studies Course Outline

There are three written examinations at the end of the Upper Sixth; namely one paper in each component – Philosophy, Ethics and Theology. Each paper is two hours.

Component 1: Philosophy of Religion

- *Foundations in Plato and Aristotle, including The Forms, the Four Causes and the Prime Mover.*
- *Soul, mind and body and the metaphysics of consciousness, including Dualism and Materialism.*
- *Religious experiences of Conversion and Mysticism including psychological and physiological interpretations.*
- *The Teleological, Cosmological and Ontological arguments for the existence of God.*
- *The problem of evil and suffering for belief in and all-powerful God; responses from Augustine and Hick.*
- *The nature and attributes of God, including concepts of omnipotence, omniscience and omnibenevolence.*
- *The meaning and function of religious language, including verification and falsification debates.*

Cont.

Component 2: Religion and Ethics

- *Ethical theories: Natural Law and Situation Ethics.*
- *Ethical theories: Utilitarianism and Kantian Ethics.*
- *Applied ethics; euthanasia, including sanctity of life and quality of life argument.*
- *Applied ethics; business ethics; including corporate social responsibility, whistleblowing and globalization.*
- *Applied Ethics; Sexual Ethics, including homosexuality, premarital and extramarital sex.*
- *Conscience and moral responsibility; including Freud's psychological understanding.*
- *Ethical language and meta-ethical theories, including intuitionism, naturalism and emotivism.*

Component 3: Religion and Theology -Developments in Christian Thought

- *Death, afterlife and the immortality of the soul.*
- *Human nature and the purpose of life; including concepts of good and evil.*
- *Beliefs about Jesus Christ and his influence on world history.*
- *Knowledge of God; reason and the Bible, and the place of ancient texts.*
- *Moral action and a case study of German theologian Dietrich Bonhoeffer during World War II.*
- *Challenges to belief in modern society from science, atheism, secularism and pluralism.*
- *Liberation Theology and Marxism; including liberation of the poor.*
- *Gender, society and faith; including sexism, feminism and the roles of men and women in society.*
- *Multi-faith societies and Inter-faith dialogue; the importance of religious literacy in 21st century.*

Some key scholars

Rene Descartes, Immanuel Kant, St Augustine, Thomas Aquinas, John Stuart Mill, Sigmund Freud, Carl Jung, Stephen Hawking, Richard Dawkins, David Hume, Martin Luther, Ludwig Wittgenstein.

For Queries and Further Information:

Please contact Rev Dr R J Warden, Head of Religious Studies and Foundation Chaplain

SPANISH

Syllabus	AQA Spanish 7960/7961 (Linear)
Entry requirements	Grade B in GCSE Spanish

It is always an advantage to have an A level in a Modern Foreign Language as language graduates are in great demand and sought after by employers. However, the jump from GCSE to A level Spanish is much larger than you would expect, as the range of registers, syntax and grammar is greater than at GCSE level. As well as enjoying the subject, ideally you should be aiming to achieve an A or A* in your GCSE in order to cope with the demands of the A level course.

Studying Spanish to A level entails developing good (almost fluent) spoken Spanish and also involves enhancing your grasp of written structures, grammar and vocabulary. The language is studied via important cultural, social, political, historical and economic topics of contemporary interest. Authentic material (newspapers, magazines, books, audio and video recordings) is widely used for lessons and pupils will also study Spanish and Latin American literature and film. Each Sixth Former has a dedicated speaking lesson with the Spanish assistant every week to increase both confidence with and fluency in the language. You will also need to keep abreast with current affairs and are expected to read around the subject in addition to the set prep time of five hours per week minimum as well as attending the language laboratory.

A level Spanish focuses particularly on honing the productive skills of spoken and written language. This entails the extension of writing techniques (including translation into Spanish and English), structuring thoughts and ideas in essays and the ability to debate. The course also has an element of independent study where pupils have to complete an individual research project which will be discussed in the oral exam.

Key features of the A level course

Module	Title	Content	Assessment (all examined at end of the Upper Sixth)	Weighting
Paper 1	Listening, Reading and Translation	<ul style="list-style-type: none"> Aspects of Hispanic society Current affairs in Hispanic countries Artistic and political culture in the Hispanic world 	2 hour 30 min paper Listening comprehension questions (where the candidate has full control) Reading comprehension questions Translation into Spanish and English	40%
Paper 2	Writing	An in-depth study of two set texts (chosen from a prescribed list of novels, plays, poetry and film)	2 hour paper Two essays, one on each set text	30%
Paper 3	Speaking	As per Paper 1 and topic chosen by pupil for the individual research project	21-23 minutes (including 5 minutes preparation) 6-7 minute discussion of a pre-prepared stimulus card on the Paper 1 topics 2 minute presentation on individual research project 8-9 minute discussion of the individual research project	30%

For further information

Please contact Mr M S Bardou, Head of Modern Languages, French and Spanish.

Into the Sixth Form | Other Courses

PSHRE

The PSHRE programme covers both years of the Sixth Form and encourages pupils to participate in discussion, to research information, to present short talks, to contribute to a debate and to become involved in various activities across the school curriculum. The programme is currently modular, and consist of many aspects of Sixth Form life. These modules are combined with whole year group presentations and guidance to pupils and parents/guardians on Higher Education and Gap Year opportunities.

The Lower Sixth PSHRE programme consists of the following units:

- Options beyond Mill Hill
- Physical and Emotional health and wellbeing
- Relationships and sex education
- Economic and enterprise education
- Driving education

The Upper Sixth PSHRE programme consists of the following units:

- Food education and cooking
- Physical and Emotional health and wellbeing
- Citizenship and respecting equality
- Economic and enterprise education

EXTENDED PROJECT QUALIFICATION (EPQ)

The EPQ offers Sixth Form pupils the opportunity to develop their independent learning skills in preparation for university and to demonstrate organisation, planning, research, critical thinking, problem-solving and presentation skills through a project of their own choosing. It is open to Lower Sixth pupils.

An EPQ is a freestanding qualification and carries UCAS points equivalent to half an A level. It is therefore possible to achieve an A* grade. Those who take it do so in addition to their A level courses; it does not replace an A level and is not included in Russell Group university offers. Only universities who make a 'points only' offer will consider points from an EPQ, however there is growing evidence of some universities making reduced offers for those students who have completed an EPQ. Nearly 40,000 candidates a year enter for the AQA EPQ alone. By demonstrating skills, initiative and interest in a subject beyond the classroom the EPQ can certainly be advantageous to a candidate's university application.

Most pupils choose topics that lend themselves to producing a 5000 word essay as their 'final outcome' but projects which are more practical – performances and artefacts for example – are supported by shorter essays, generally 1000-2000 words.

From September 2017, **all** pupils will complete a short course on research skills in the Autumn Term. This course will prepare pupils for the demands and opportunities of A level study, as well as identifying those skills specifically required by the EPQ. After the short course pupils will be able to decide whether they would like to continue with a longer course, in order to take the EPQ.

In the past, pupils have used the Spring Holiday of the Lower Sixth to develop and the Summer Holiday to finish their EPQ. The essay or project is submitted in September of the Upper Sixth. Final presentations are in the first week of October (Upper Sixth). Marking and moderation of the EPQ takes place in late October/early November and pupils can expect to receive their grades by the end of the Autumn Term.

CAREERS

Location and Resources

The Careers Department is located within the Piper Library. In addition to providing a comprehensive range of literature on careers and Gap Year opportunities, the Head of Careers and her team are able to offer advice on these areas and have links to a wide range of external agencies. Careers information is organised into two main areas:

- 1 Job-related and Gap Year information. This includes literature from all of the main professional organisations many national and international companies, reference material relating to Gap Year opportunities and to university sponsorship.
- 2 Higher education literature, CD ROMs and videos, including university prospectuses and videos, departmental/subject prospectuses, reference books to assist choosing institutions and subjects, UCAS information.

Careers Guidance

Most pupils in the Fifth Form sit a professionally administered academic and careers guidance test; this helps to identify suitable potential career areas, which in turn enables informed decisions to be made regarding A level subject choices. All pupils discuss the test report with their tutor, and the careers guidance advisor.

Throughout the year there is a programme of talks, using both internal and external speakers, on areas that the pupils have expressed an interest in. The Head of Careers also runs a weekly Careers Clinic, which offers careers advice and help with work experience. The School runs a biennial Careers Convention; this provides the opportunity to discuss potential career opportunities.

HIGHER EDUCATION

Information and Advice

The Piper Library stocks a comprehensive range of Higher education literature, CD ROMs and videos, including university prospectuses and videos, departmental/subject prospectuses and reference books to assist choosing institutions and subjects, UCAS information. The Director of Sixth Form offers individual guidance and advice to pupils on matters relating to higher education and also oversees the UCAS application process.

Higher Education Guidance Programme

The School runs a comprehensive higher education guidance programme, which starts in the second term of the Lower Sixth, when most pupils sit a higher education guidance questionnaire; this leads to a comprehensive individual report which identifies the most appropriate range of subject areas and universities for each pupil to consider and to research further. This is followed up with a full programme of talks in the spring and summer terms covering strategies for making subject and university choices, an overview of the UCAS applications process and detailed information, advice on how to complete the UCAS application form and guidance on university interview preparation, as well as Gap Year opportunities. This programme uses a combination of both internal and external speakers. Parents and guardians are also involved, and are able to attend a lecture given by Miss Sharples in June regarding the HE/UCAS process. Support is also offered for those students wishing to apply to the USA and other international universities.

Pupils are encouraged to attend university Open Days before finalising their UCAS applications and detailed individual guidance is given on the completion of their UCAS forms, including, in particular, the Personal Statement section. There is an extensive programme of support and development for pupils intending to apply for particularly competitive courses, such as medicine, and for the most competitive universities, including Oxbridge. This programme includes preparation for the various specialised screening tests, including LNAT, BMAT and UKCAT. This starts in the Lower Sixth and runs through to the end of the application and selection process.

THE PIPER LIBRARY

The Piper Library occupies a central and easily accessible position on the School site. It is open throughout the School day until 5.30 pm and on two evenings per week. It offers a light, attractive and comfortable environment for pupils to come and work quietly at the purpose-built study carrels or to relax with a book during break, lunchtime or after school. There are computers and laptops available, giving pupils access to the School's pupil intranet site and to search Heritage12, which is the library database, for available books.

The current book stock numbers about 19,000 and this is constantly developed and updated to meet the changing needs of the curriculum and pupils' recreational reading needs. Fiction stock covers all reading ages in the School, and a wide range of tastes and abilities. Pupils are actively encouraged to liaise with the Librarian on acquiring new titles and topics and the library puts together packs of resources to support pupils in their coursework.

Early on in their first term all new Lower Sixth boarders are given an induction course to the effective use of the library by the School Librarian. At this time the pupils are given a Library Guidelines Booklet detailing everything they need to know about the library and also a 6th Form Reading List Book Mark which corresponds to the fiction books on the shelves. Many L6 pupils will be assigned their PS periods in the library as a quiet place to study.

The Piper Library offers not only books but also DVDs and CDs, for both study and recreational use. A range of journals is stocked, including *The Economist*, *Economics Affairs*, *The English Review*, *PE Review*, *New Scientist*, *Aesthetica*, *eMagazine*, *New Statesman*, *Flip Side*, *National Geographic*, *Geographical* and various careers magazines. We are therefore able to offer pupils a large, varied and up to date range of sources of literature and other information.

Into the Sixth Form | Enrichment Opportunities

The range of opportunities for pupils increases significantly when you move into the Sixth Form. A wide range of interests are catered for, which can stretch and challenge you, and enable you to develop your self-confidence, organisation, team-working and leadership skills. There is also an active Sixth Form Council, at which new ideas from Sixth Form pupils are discussed and followed up.

We will be creating an exciting enrichment programme for all Sixth Formers, to develop study skills, to provide opportunities for academic extension through a variety of internally and externally accredited courses and to give time for broader engagement and individual development through entrepreneurship, community service, teamwork and presentation projects, lectures and age-appropriate Personal, Social, Health and Religious Education.

Subject societies and related activities

As a Sixth Former, you have the opportunity to take a leadership role in many of these societies

- Art Society
- Classics Society
- Economic & Politics Society
- English Society
- Ethics Society
- Francis Crick Society
- Geography Society
- History Society
- Medics Society
- Modern Languages Exchange and Work Experience Trips
- Physics Society
- Science Club

Academic extension opportunities

- Hot Topics Debating
- Lecture Series
- Engineering Education Project
- Extended Project Qualification

Support for university application preparation

- Oxbridge Preparation
- Ethics workshops for Medics
- Interview Skills workshops
- Work shadowing
- Careers Evenings
- Access to careers advisor

Leadership and community opportunities

- Community Action
- Grimsdell Project
- School Partnerships in Tamil Nadu , Nicaragua and Zambia
- CCF

Other extra-curricular

- Wider and more flexible range of activities e.g. golf, riding, shooting, etc.

Social opportunities

- Facilities - Café 6 and Sixth Form Centre
- More responsibility given for independent study

Into the Sixth Form | GCSE Grade Entry Requirements

The minimum academic requirement for entry to the Sixth Form is two GCSE passes at grade A (or grade 7 where relevant) and three at grade B (or grade 6 where relevant) plus minimum grade 4 in Mathematics and English Language or Literature. In addition to this general requirement, each subject has specific minimum entry requirements; these are detailed below. Notwithstanding, you should aim to achieve A* or A (or level 7) in the GCSEs relating to your A level courses so that you can start your Sixth Form work as confidently as possible.

Subject	Examination Board	Minimum GCSE grade requirement
Art	Edexcel	Grade B in Art and Design
Biology	AQA	Grade A in Biology or AA in Science A and Additional Science
Business Studies	Edexcel	Level 5 in Mathematics and level 5 in English Language
Chemistry	Edexcel	Grade A in Chemistry or AA in Science A and Additional Science
Classical Civilisation	OCR	Level 5 in English Language or English Literature
Computer Science	CIE	Level 7 in Mathematics and Grade A in Computer Science
Design Technology	OCR	Grade B in a Technology discipline
Drama	OCR	Grade B in Drama and level 6 in English Language or English Literature
Economics	Edexcel	Level 7 in Mathematics and Level 6 in English Language or Literature
English	Edexcel	Level 6 in both English Language and English Literature
French	AQA	Grade B in French
Geography	CIE	Grade B in Geography
German	AQA	Grade B in German
Government and Politics	Edexcel	Grade B in History
History	OCR	Grade B in History
Latin	OCR	Grade B in Latin
Mathematics	Edexcel	Level 7 in Mathematics at Higher Tier
Further Mathematics	Edexcel	Level 8 in Mathematics at Higher Tier
Music	tbc	Grade B in Music plus Grade 5 performance standard in at least one instrument
Physical Education	AQA	Grade BB in Science A and Additional Science, Grade B in Biology or Grade B in PE Theory Paper
Physics	AQA	Grade A in Physics or AA in Science A and Additional Science
Psychology	tbc	Level 6 in Mathematics and two B grades in Science subjects
Religious Studies	WJEC	Grade B in Religious Studies, English Language, English Literature or History
Spanish	AQA	Grade B in Spanish

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