



# HARRODIAN

LOWER SIXTH (YEAR 12)  
CURRICULUM HANDBOOK  
2018 - 2019

## INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the A Level subjects taken by the Lower Sixth students at Harroddian School.

In the Lower Sixth, students choose a total of four subjects from the option groups below:

<b>Option A</b>	<b>Option B</b>	<b>Option C</b>	<b>Option D</b>	<b>Option E</b>
Art	Biology	Art	Mathematics	English Language
Chemistry	Religious Studies	Economics	French	Further Mathematics
Geography	3D Design	Spanish	English Language	History (China)
Economics	Psychology	History (Russia)	Geography	Physical Education
Politics	Philosophy	Photography	Business	English Literature
Graphic Design	Music Technology	Physics	Drama	History of Art
Classical Civilisation	Italian	Politics	English Literature	Psychology
Media Studies	English Literature	French		Media Studies
Business		Music		

The table on page 3 gives the examination board and specification number of each subject offered at A level.

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to the school policy. At the beginning of the academic year all subject teachers will explain to students how their work will be marked and assessed.

Students can be expected to receive approximately one hour of homework each night for every A level subject studied that day.

Students will be formally assessed by end of unit or module tests and internal school examinations towards the end of the Summer Term. One progress report and one full written report will be sent home during the academic year. Parents will also be invited to attend two Parents' Evenings where student progress can be discussed with subject teachers and there will be a chance to meet form teachers and the Head of Sixth Form.

Should you require any further information, please contact the relevant Head of Department, the Head of Sixth Form or me for assistance.

Mrs H.M. Locke  
Deputy Head/Director of Studies

## A LEVEL SUBJECTS AND EXAMINING BOARDS

Biology	7402	AQA
Business	9BS0	Pearson Edexcel
Chemistry	H432	OCR
Classical Civilisation	H408	OCR
Drama and Theatre Studies	8554	Eduqas
Economics	7136	AQA
English Language	9EN0	Pearson Edexcel
English Literature	9ET0	Pearson Edexcel
French	9FR0	Pearson Edexcel
Geography	H481	OCR
Graphic Design	H602	OCR
History	7042	AQA
History of Art	9HT0	Pearson Edexcel
Italian	9IN0	Pearson Edexcel
Mathematics	9MA0	Pearson Edexcel
Further Mathematics	9FM0	Pearson Edexcel
Media Studies	H409	OCR
Philosophy	7172	AQA
Physics	7408	AQA
Politics	7152	AQA
Psychology	7182	AQA
Latin	H443	OCR
Art and Design	9AD0	Pearson Edexcel
Religious Studies	H573	OCR
Spanish	9SP0	Pearson Edexcel
PE	7582	AQA
Music	601/8146	EDUQAS
Music Technology	9MT0	Edexcel

# ART, CRAFT AND DESIGN

## **Lower Sixth (Year 12) Art, Craft and Design A level - Edexcel (9AD0) Two year course.**

Art, Craft and Design A level will develop the student's ability to appreciate the visual world and to respond in a personal and creative way. It will also develop the student as a creative thinker, fostering the ability to conceptualise and the skills developed will be varied. Among them, students will develop a working knowledge of materials, practices and technology in one or more of the disciplines within Art, Craft and Design. The students will analyse and use sources to inspire their own work. They will use learnt skills to interpret, convey and synthesise their ideas and feelings through Art, Craft and Design.

### **Disciplines within Art and Design**

Art, Craft and Design A level will enable students to explore a range of two-dimensional, three-dimensional or time-based approaches to their studies. Students will be encouraged to work and develop skills in a multi-disciplinary and cross-disciplinary way, exploring the connections between areas of Art, Craft and Design and gaining knowledge and understanding of the scope and variety of disciplines and approaches.

Students undertaking the Art, Craft and Design will develop skills in: *painting and drawing, printmaking, sculpture, lens-based image making, advertising, illustration, branding, information design, textiles for interiors, fine art textiles, fashion textiles, spatial design, product design, design crafts, film-based photography, digital photography, film and video.*

### **Component 1: Personal Investigation (Coursework), 60% of A Level**

In this component there are two elements; practical work and the personal study.

The **personal study** will require the students to research, evaluate, analyse and establish links between their own practical work and the broader art world, both historical and contemporary. The students will conclude in a written and illustrated thesis (min 2,000 words).

### **Component 2: Externally Set Assignment (Exam), 40% of A Level**

Edexcel Exam board will set the externally set assignment exam on the 1st February in the students second year of studying Art, Craft and Design.

### **A Level Assessment: Assessment Objectives**

- **A01** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding = 20%
- **A02** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as work develops = 20%
- **A03** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress = 20%
- **A04** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements = 20%
- **Personal Study** = 20%

### **Trips**

Students are taken on gallery visits to support the projects and are also expected to attend shows in their own time as part of independent study. Also once a week students will also be expected to attend life Art lessons run by the Art department after school.

## **Assessment and Marking**

Assessment is completed in line with the Pearson Edexcel guidelines and is marked by the teachers in the Art department throughout the year. An internal practical summer exam will be set for 10 hours at the end of the Summer Term to assess component 1, Coursework.

# BIOLOGY

## Topics to be covered this year:

1. Biological molecules: The biochemistry of water, carbohydrates, lipids, proteins and nucleic acids and the study of how the common chemistry of all living organisms provides indirect evidence for evolution
2. Cells: The features of prokaryotic and eukaryotic cells and the biochemistry and importance of the cell membrane. The role of the membrane in immunological responses.
3. Exchange of substances: The importance of exchange mechanisms and mass transport systems in providing the necessary nutrients to cells.
4. Genetics, variation and relationships: DNA, genes and the role of gene mutation in providing genetic variation between species. The use of DNA and protein analysis in determining species closeness.

## By the end of the year students should be able to:

- develop practical and analytical skills needed to answer a range of examination questions
- develop an understanding of the relationship between Biology and the modern world and have an understanding of the uses of biological techniques
- recognise and describe physiological responses of the body
- have an understanding of basic Biochemistry as relevant to the topics covered

## Assessment and Marking

We follow the AQA Biology specification (course code 7402). Written homework will be marked according to department and examination board guidelines and accompanied by a comment or explanation to help the student to understand how to improve their work.

Folders will also be checked regularly to ensure the work is in order.

## Textbooks

*AQA A Level Biology Year 1* – Hodder Education

*AQA Biology* – OUP

# BUSINESS

## Linear A level from September 2015 onwards – year 1 Lower Sixth

### **Aims of the course**

The key focus is on how businesses grow and compete in an international market. The course investigates how established businesses can improve their effectiveness, by making tactical decisions at a functional level.

### **Outline**

Students study current businesses and how they respond to changes in the economic, political and social environment in which they operate. Study is embedded in current UK and international businesses and as such the course equips students with a thorough understanding of the commercial world. During the two years they develop a range of useful skills that lead to a variety of business related degrees and careers.

### **Study during the first year of the A level includes:**

#### **Term one – Marketing and People**

The market; mass versus niche, market research and positioning  
Economics; demand and supply and Micro economics  
Price and income elasticity of demand  
Product design; branding and promotion: Pricing and distribution strategies  
HR planning; including recruitment and motivation and training  
Leadership; role of the entrepreneur and business objectives

#### **Term two - Managing Business activities**

Sources of finance  
Sales forecasting, break-even and budgets  
Production, stock control and capacity utilisation  
Economic influences and legislation  
Macro Economics

#### **Term three - Business decision making and strategies**

Corporate objectives  
Reasons for staying small  
Reasons for growth: including  
Internal growth - organic  
External growth - takeovers and mergers

### **By the end of the year students should:**

Be confident in understanding the issues facing an entrepreneur in setting up a business and understand the strategies businesses use to remain competitive while they grow.

Examples of companies studied: Apple, Zara, Burberry, Google, Facebook, Adidas, TV, film, music, food, cars, travel and holidays.

### **Exam board – Pearson Edexcel.**

**Assessment and marking:** Internal school exam during the summer term

# CHEMISTRY

## **Topics to be covered this year:**

### **Module 1 – Development of practical skills in Chemistry**

Planning, implementing, analysing and evaluating chemical experiments, building on knowledge from GCSE and utilising the theory underpinning new concepts. Assessed throughout the year using practical lab work

### **Module 2 – Foundations in Chemistry**

The nature of atoms, compounds and molecules, and calculating amount of substance and using equations. Implementing knowledge of acid–base and redox reactions, and further knowledge of electrons, bonding and structure

### **Module 3 – Periodic table and energy**

The periodic table and periodicity, particularly in group 2 and the halogens. Qualitative analysis including enthalpy changes, reaction rates and equilibrium

### **Module 4 – Core organic Chemistry**

Basic concepts in organic chemistry: hydrocarbons, alcohols and haloalkanes. Organic synthesis and analytical techniques (infrared and mass spectrometry)

### **By the end of the year students should be able to:**

- develop essential knowledge and understanding of the concepts of Chemistry, and the skills needed for new and changing situations
- develop an understanding of the link between theory and experiment
- understand how advancements in ICT and instrumentation are used in Chemistry
- appreciate the contributions of Chemistry to society
- sustain and develop their enjoyment of, and interest in, Chemistry

### **Assessment and Marking**

The course follows the Oxford Cambridge and RSA specification (course code: HO32/H432).

Written homework will be marked according to department and examination board guidelines and accompanied by a comment or explanation to help the student to understand how to improve their work.

Folders will also be checked regularly to ensure the work is in order.

### **Textbooks**

*OCR A Level Book 1* - Hodder



## CLASSICAL CIVILISATION

### Topics to be covered this year:

#### Term One

- The world of the hero: introduction to the epic genre and the Iliad and in-depth study of Homer's Iliad books 1,3,4,6,9,10,16,17,18,19,22,23,24
- Greek theatre (culture and the arts): theatre space and ancient Greek society; nature of tragedy; nature of (old) comedy; literary techniques; structure and dramatic conventions; social, political and religious themes in tragedy and comedy. Texts to be studied: Sophocles' Oedipus the King; Euripides' Bacchae; Aristophanes' Frogs.

#### Term Two

- The world of the hero: in-depth study of Homer's Iliad books 1,3,4,6,9,10,16,17,18,19,22,23,24
- Greek theatre (culture and the arts): theatre space and ancient Greek society; nature of tragedy; nature of (old) comedy; literary techniques; structure and dramatic conventions; social, political and religious themes in tragedy and comedy. Texts to be studied: Sophocles' Oedipus the King; Euripides' Bacchae; Aristophanes' Frogs.

#### Term Three

- The world of the hero: in-depth study of Homer's Iliad books 1,3,4,6,9,10,16,17,18,19,22,23,24 and introduction to and study of Virgil's Aeneid books 1,2,4,6,7,8,9,10,11,12
- Greek theatre (culture and the arts): theatre space and ancient Greek society; nature of tragedy; nature of (old) comedy; literary techniques; structure and dramatic conventions; social, political and religious themes in tragedy and comedy. Texts to be studied: Sophocles' Oedipus the King; Euripides' Bacchae; Aristophanes' Frogs.
- Love and relationships (beliefs and ideas): men and women; Plato on love and desire; Seneca on love and desire; Sappho (extant works); Ovid (Ars Amatoria book 3); love and relationships in poetry; ethics and desire relating to love, desire and relationships. (Module continued in Upper Sixth)

### By the end of the year students should:

- be familiar with the genre of Classical Epic through The Aeneid and The Iliad
- Be familiar with Greek theatre and both the genre of Comedy and the genre of Tragedy
- Be familiar with love and relationships in the ancient world studied through ancient texts and beliefs

### Trips

There will be a conference held at the School and they will also attend multiple external lectures and events.

### Assessment and Marking

Students' work will be given a percentage mark which will correspond to a grade, according to OCR guidelines. Students will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also available at the end of lessons, at break times and at the end of the day.

### Textbooks

Homer's Iliad; Virgil's Aeneid; Sophocles' Oedipus the king; Euripides' Bacchae; Aristophanes' Frogs; Plato; Seneca; Sappho (extant works); Ovid (Ars Amatoria book 3)

# DRAMA

## Topics to be covered this year:

### Term One

- Introduction to A Level Drama
- Group dynamics
- Practitioner study: Stanislavski
- Practitioner study: Physical Theatre, Complicite and DV8

### Term Two

- Devising Techniques
- Study of live theatre
- Set text practical exploration, Machinal
- **Begin Component One examination rehearsals (Theatre Workshop) 20% of qualification**
- Designing and Directing theatre

### Term Three

- Scripted performances
- Practitioner and style recap
- Exam preparation
- **Perform Component One examination (Theatre Workshop) 20% of qualification**

## By the end of the year students should:

- Have developed and consolidated their understanding of the terms and ideas of drama
- Have developed their understanding of theatrical styles and practitioner methods
- Have rehearsed and performed a scripted piece of Drama
- Have had the opportunity to research, develop, devise and perform a piece of Drama
- Be able to compare and contrast different directors', designers' and performers' interpretations
- Be aware of the different social, cultural, political and historical contexts surrounding different plays
- Have developed the skills required to analyse and evaluate a live piece of theatre

## Trips

At least one trip per term will be organised as a component of the course is writing about live theatre and the influence it has on practical skills

## Assessment and Marking

A Level Drama is marked both as a practical and analytical course and this is reflected in Eduqas' assessment criteria. Practical work consists 60% of the final mark and 40% is from the final written examination. Pupils are assessed on their understanding of practical skills and practitioner methods, their ability to work cohesively within a group and their ability to understand how a set text could be directed, designed and performed.

# ECONOMICS

## **Aims of the course**

The study of Economics enables students to understand how the material resources of an individual, a community, a country or the world are managed. The course contributes to that understanding by enabling students to develop an appreciation of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life.

## **Modules covered in the Lower Sixth include:**

### Microeconomics: Markets and market failure

Students will study economic methodology and how the economic problem relates to the lives around them. They will analyse how prices are determined in competitive and non-competitive markets and then discuss the most suitable government intervention for each one. Finally they will investigate the costs and revenues associated with different market structures including Perfect Competition.

### Macroeconomics: National and international economy

Students will learn how economists measure economic performance and how the macroeconomy functions through the circular flow of Income and AD/AS analysis. By studying current affairs they will also investigate how well the world economy is currently performing and how governments should manage potential problems.

## **Examinations**

A Level (and AS Level) public examinations are taken at the end of the Upper Sixth Year. At the end of the Lower Sixth Year, students will sit one 90 minute and one 120 minute internal examinations comprising both multiple choice and essay based questions.

## **Textbooks**

*AQA Recommended textbook*

*Tutor2u online textbook*

*Economics, Alain Anderton, Sixth Edition*

*Economist Magazine*

*A Daily selection of broadsheet newspapers*

# ENGLISH LANGUAGE

## EDEXCEL 9EN0

### **Aims of the course:**

English Language at A Level enables students to explore the way language shapes and is shaped by individuals and the societies of which they are part. Covering issues around historical language change, diversity and acquisition, they will develop sharp analytic skills while building a sound knowledge of contemporary approaches to psycho- and sociolinguistics.

Building on skills learnt at GCSE, students will learn how to explore historic and contemporary spoken and written texts using analytic frameworks that draw on the latest scientific and linguistic theory as well as an awareness of evolving social attitudes to the language they study.

Topics studied include a component which introduces students to the ways in which language varies across social class, geography, age or gender, evaluating how language choices can create personal identities. Another component explores how the English language has changed over time, since its Anglo-Saxon roots. In a third component, pupils will explore and critically evaluate the development of both speech and writing in children between the ages of 0 and 8.

At the end of the Lower Sixth year students will also begin their investigations into the Creative Writing coursework component.

### **Modules covered in the Lower Sixth include:**

Component 1A: Language Variation

Component 1B: Historical Language Change

Component 2: Child Language Acquisition

Component 4: Introduction to Creative Writing coursework.

### **By the end of the year students should:**

- apply concepts relating to language variation to data drawn from written, spoken and multimodal discourse and from different time periods
- use and apply linguistic terminology accurately
- show their understanding of historical, geographical, social and individual varieties of English
- apply and evaluate relevant theories associated with the development of spoken and written language
- analyse and evaluate examples of children's language using a descriptive approach
- demonstrate expertise and creativity in the use of English to communicate in different ways, drawing on their knowledge of the forms and structures of spoken or written English for different audiences and purposes.

### **Examinations**

A Level public examinations are taken at the end of the Upper Sixth Year. At the end of the Lower Sixth Year, students will sit internal examinations.

# ENGLISH LITERATURE

## EDEXCEL 9ET0

### **Aims of the course:**

Through the study of English Literature at A Level we aim to encourage students to be capable and confident in their approach to English, ready for whatever route they decide to take after leaving school. We will build on skills learnt at GCSE but offer a wider breadth of texts and genres.

Each examined component focuses on one of three main forms: poetry, prose or drama. This gives students the time and space to develop their knowledge and confidence through breadth and depth of study. The literary text is at the heart of the A level English Literature qualification. We have selected literature we know works well with students, as well as offering fresh new options that have been recommended by teachers and academics.

### **Modules covered in the Lower Sixth include:**

A study of Shakespearean tragedy, focussing on one particular play and a study of a Victorian comedy.

A comparison of two prose texts on a given theme.

A selection of modern poetry.

### **By the end of the year students should:**

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects; comment on how language varies and changes
- use appropriate terminology and accurate and coherent written expression
- relate texts to their social, cultural and historical contexts and literary traditions
- explore and comment on the relationships and comparisons between texts
- participate in discussion by both speaking and listening, judging the nature and purpose of contributions and the roles of the participants

### **Examinations**

A Level public examinations are taken at the end of the Upper Sixth Year. At the end of the Lower Sixth Year, students will sit internal examinations.

# FRENCH

## **Topics to be covered over the two-year course:**

- Change in French society (year 1)
- Political and artistic culture in Francophone countries (year 1)
- Immigration and multicultural society (year 2)
- Occupied France and the resistance (year 2)

*Students will also study two French works: either two literary texts or one literary text and one film.*

## **The aims and objectives of this qualification are to enable students to:**

- Enhance their linguistic skills and develop their capacity for critical and analytical thinking
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- Develop language learning skills and strategies and build fluency and confidence
- Engage critically with intellectually stimulating texts, films and other materials in the original language
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural knowledge that will enable them to proceed to further study or to employment
- Develop as independent researchers through the language of study.

## **Trips**

Students will be given the opportunity to attend plays and view films in the language studied. Whenever possible, the department aims to arrange for our students to attend conferences related to their studies. There may be opportunities to visit a country where the language studied is spoken.

## **Assessment and Marking**

Students' progress will be assessed regularly with small tests focusing on specific grammar points or lexis. Students will also be asked to complete long pieces of work at home and in class (essays, presentations, A level type questions), which will be marked to A Level standard.

Students will sit A level examinations at the end of the two year course.

Paper 1: Listening, reading and translation

Paper 2: Written response to works and translation

Paper 3: Speaking

## **Textbook**

*Edexcel A level French*

## FURTHER MATHEMATICS

The Pearson Edexcel Advanced Level GCE in Further Mathematics consists of four externally-examined papers. Students must complete all assessment in May/June at the end of the two-year course.

Students wishing to study this course must also study the standard A level Mathematics. It should be appreciated that there is some flexibility in the choice of units to be studied for the full A level.

**By the end of the Upper Sixth**, in addition to those areas covered in the lower sixth, students will have covered elements of the following topics:

From Pure Mathematics: proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions, differential equations.

From Mechanics: momentum and impulse, work, energy and power, elastic strings and springs, elastic collisions in two dimensions.

### **Assessment and Marking**

Much of the work is self-marked. The weekly assignments will be assessed by the teacher and the marks, as a percentage, recorded. The final examination comprises four papers; two of the papers examine pure mathematics and two examine mechanics. Each paper is of duration 1 hour 30 minutes and will be sat at the end of the two year course. The examination board is Pearson Edexcel.

### **Textbooks**

All students will use the Pearson series of textbooks specific to the course.

# GEOGRAPHY

Contemporary Geography is a subject which aims to understand the nature of physical and human geography whilst unpicking the debates surrounding contemporary challenges facing the world today.

All units specified in GCE Geography offer opportunities for candidates to:

- develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global
- develop an understanding of processes in physical and human geography at a range of temporal and spatial scales
- recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today
- improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment

## **Topics to be covered:**

### **Landscape systems**

- How can dryland landscapes be viewed as systems?
- How are landforms of mid and low latitude deserts developed?
- How do dryland landforms evolve over time as climate changes?
- How does human activity cause change within the dryland landscape systems?

### **Earth's Life Support Systems**

- How important are water and carbon to life on Earth?
- How do the water and carbon cycles operate in contrasting locations?
- How much change occurs over time in water and carbon cycles?
- To what extent are the water and carbon cycles linked?

### **Global Migration**

- What are the contemporary patterns of global migration?
- Why has migration become increasingly complex?
- What are the issues associated with unequal flows of global migration?

### **Global Governance**

- What is meant by sovereignty and territorial integrity?
- What are the contemporary challenges to sovereign state authority?
- What is the role of global governance in conflict?
- How effective is global governance of sovereignty and territorial integrity?

### **Disease Dilemmas**

- What are the global patterns of disease and what factors can be identified that determine these?
- Is there a link between disease and levels of economic development?
- How effectively are communicable and noncommunicable diseases dealt with?
- How far can diseases be predicted and mitigated against?
- Can diseases ever be fully eradicated?

### **Trips**

A fieldtrip to a FSC Centre will be organised in June to collect data for the Independent Investigation.



**Assessment and Marking**

All work will be marked according to the guidelines set by the specification.

Formal assessment will take the form of written assignments, group work, end of unit tests and an end of year examination.

**Textbooks**

Hodder OCR A Level Geography

## GRAPHIC DESIGN AND COMMUNICATION

### **Personal Portfolio (Unit 1)**

This unit is the student's opportunity to make in-depth personal response to a design brief by themselves or in conjunction with their teacher. There needs to be considerable evidence of the thought process that goes into the design, as well as a high degree of planning and preparation for delivery of the final design idea. The unit's work can take the form of one self-contained assignment or a clearly defined series or set of work. In connection with the unit's design aspects is an element of personal study. This should allow candidates to place their work within an historical and/or contemporary context. The word limit for this personal study is 1000-3000 words.

### **Controlled Assessment (Unit 2)**

The examination board will select and send to the school a number of topics for research and development from the 1st of February. From this paper candidates are expected to choose one starting point from which they will generate appropriate work for submission. The candidate must round off their work in a controlled time period of 15 hours coursework study of the student's choosing within the above topic.

### **By the end of the year students should:**

have made a significant developmental leap from the work accomplished during their Lower Sixth year. The design will show greater maturity, understanding of the current design community and market as well as having a generally more polished feel in terms of professionalism and conception of ideas.

### **Equipment**

Candidates are encouraged to have a camera and if possible a laptop. The school provides the necessary art and digital media equipment as well as materials used in any 3D construction work.

### **Trips**

Each term trips are organised to relevant design exhibitions in London.

Opportunities are also sought for trips abroad in collaboration with the Art and Digital Arts departments.

### **Assessment and Marking**

Assessment is based around the unit's portfolios and sketchbooks, all work being carried out in the students' A3 books, culminating in a finished design and associated presentation.

Successful work will demonstrate a full understanding of the assessment criteria as well as creative thinking. Marking is carried out in school and moderated by the board in June.

There is a termly charge of £45

# HISTORY

## **Topics (AQA GCE History A Level)**

There will be two routes through A Level History. Both routes must cover 200 years of history according to new guidelines, therefore there are certain limitations in the topics students can choose for coursework. Both routes include a compulsory unit on British history.

- 1) The British Empire 1857-1967
- 2) China 1936-97
- 3) Coursework - students to choose their own topic starting no later than 1797

OR

- 1) Russia 1855-1964
- 2) Modern Britain 1951-2007
- 3) Coursework – students to choose their own topic starting no later than 1807

## **What will students have achieved by the end of the year?**

Students will have covered half the content of Units 1 and 2, and started the process of researching their coursework on a topic of their own choosing, with staff supervision. All units will be completed and externally assessed in the Upper Sixth. Lessons and assessments will involve skills of both source analysis and essay writing. Students will also learn how to read, note-take and debate.

## **Assessment and Marking**

Students will be expected to maintain a file of notes, essays and handouts. These will be checked periodically. Essays and source questions will be marked according to examination board marking schemes. Other work will be marked according to the standard effort and attainment policy. Units 1 and 2 will be examined internally in the summer of the Lower Sixth.

## **Textbooks**

Textbooks will be issued throughout the year and must also be brought to each lesson. They include: *Tsarist and Communist Russia 1855-1964* by Sally Waller, *The Transformation of China 1936-1997* by Robert Whitfield, *The British Empire 1957-1967* by Anthony Webster and Robert Carr, and *The Making of Modern Britain 1951-2007* by JMA Hugh. Other books will be used occasionally.

# HISTORY OF ART

## Topics to be covered this year:

### Terms 1 & 2

#### A: Visual Analysis

- Understanding the formal characteristics of an art work (painting, sculpture & architecture)
- Learning key terminology and concepts to discuss artworks confidently
- Obtaining a visual literacy and chronological understanding of painting, sculpture and architecture from within and beyond the European tradition of art, from Classical Greece (500 BCE) to the present.

#### B: Themes

- Students will study two art historical themes:  
B2: Identities in art and architecture  
B3: War in art and architecture
- The chosen themes will provide broad-based explorations of the developments in art and the connections between movements and periods across time and place
- Works of art will be chosen from within and beyond the European tradition, dating pre- and post- 1850.
- Reading critical texts to develop knowledge and understanding of key works of art and integrating this knowledge effectively to support or counter personal interpretations.
- Issues discussed across the two themes include patriarchy, sexuality, nationalism, propaganda and civil war.

### Term 3

#### C: Periods

Students will begin their penultimate topic 'Power and Persuasion: the Baroque in Catholic Europe (1597-1685). An in-depth investigation of the following:

- The impact of the rise Protestantism and the Catholic Counter Reformation on art and architecture across Europe – focusing on Italy, France, Spain and the Spanish Netherlands.
- Artists covered include Caravaggio, Rubens, Bernini, Puget, Velazquez and Poussin.

#### By the end of the year students should:

- Have an understanding of the terminology used to discuss artworks
- Be able to make qualified judgments about previously unseen artworks
- Have a knowledge of the chronology of Western Art since Classical Greece, with an in depth understanding of some important art movements
- Be able to identify the formal qualities of an artwork, such as composition, colour, line perspective etc., and use these qualities to decipher meaning
- Be able to demonstrate a deep understanding of the artists studied and be able to identify their work and the key features of their style

- Have an understanding of the historical and political context in which works of art were produced

### **Trips**

Due to the nature of this subject, trips to view original artworks are required. Throughout the course students will visit such important places as The National Gallery, The Courtauld, the Wallace Collection, Tate Britain and Tate Modern.

### **Assessment and Marking**

Students are required to sit two internal examinations at the end of the year. Paper 1 is a three-hour examination that will eventually have a total weighting of 50% of the A level. Paper 2 will be adapted from a three-hour examination to a 90-minute paper to examine content covered in the L6 year only. Paper 2 will eventually have a total weighting of 50% of the A level.

### **Textbooks**

Textbooks will be provided by the History of Art department. These include:

*The Story of Art (1998)* EH Gombrich

*A World History of Art (1999)* Hugh Honour and John Fleming

*A Short Guide to Writing about Art (2008)* Sylvan Barnet

*Learning to Look at Modern Art (2004)* Mary Acton

*Learning to Look at Sculpture (2014)* Mary Acton

Students will be expected to purchase textbooks for their own use throughout the year.

# ITALIAN

## **Topics to be covered over the two-year course:**

- Changes in Italian society (year 1)
- Political and artistic culture in Italian-speaking countries (year 1)
- Immigration and multicultural society (year 2)
- From fascism to present day Italy (year 2)

*Students will also study two Italian works: either two literary texts or one literary text and one film.*

## **The aims and objectives of this qualification are to enable students to:**

- Enhance their linguistic skills and develop their capacity for critical and analytical thinking
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- Develop language learning skills and strategies and build fluency and confidence
- Engage critically with intellectually stimulating texts, films and other materials in the original language
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity and critical thinking, as well as linguistic and cultural knowledge which will enable them to proceed to further study or to employment
- Develop independent research skills in the target language.

## **Trips**

Students will be given the opportunity to attend plays and view films in the language studied. Whenever possible, the department aims to arrange for our students to attend conferences related to their studies. There may be opportunities to visit a country where the language studied is spoken.

## **Assessment and Marking**

Students' progress will be assessed regularly with small tests focusing on specific grammar points or lexis. Students will also be asked to complete long pieces of work at home and in class (essays, presentations, A level type questions), which will be marked to A Level standard.

Students will sit A level examinations at the end of the two year course.

Paper 1: Listening, reading and translation

Paper 2: Written response to works and translation

Paper 3: Speaking

## **Textbook**

*Gramm.it*

*Italia per stranieri*

# LATIN

## **Topics to be covered this year:**

### **Term One**

#### Language:

Revision of grammar and syntax studied at GCSE; study of new AS level vocabulary list and new words met when studying Livy unseens; study of Alevel syntax and grammar; practice of prose composition for each new syntax topic

#### Literature:

Study of translation and comment on the set texts: Tacitus Annals 1. 16-30; Seneca Letters 51, 53, 57

### **Term Two**

#### Language:

Continued study of new AS level vocabulary list and new words met when studying Livy unseens; unseen translation practice, Livy in particular; continued study of A level syntax and grammar; continued practice of prose composition for each new syntax topic culminating in practice of whole passages of prose composition

#### Literature:

Study of translation and comment on the set texts: Tacitus Annals 1. 16-30; Seneca Letters 51, 53, 57

### **Term Three**

#### Language:

Continued study of new AS level vocabulary list and new words met when studying Livy unseens; unseen translation practice, Livy in particular; continued study of Alevel syntax and grammar; continued practice of whole passages of prose composition concentrating on analyzing the English passage first and how to gain style marks

#### Literature:

Study of translation and comment on the set texts: Tacitus Annals 1. 16-30; Seneca Letters 51, 53, 57. Revision. Introduction to verse set texts: Vergil, Aeneid 8. 86-279, 558-584

## **By the end of the year students should:**

- Recognise all syntactical constructions and be able to translate them
- Recognise all grammatical forms and be able to translate them correctly
- Be able to translate unseen passages of Latin
- Be able to compose a passage of English into Latin
- Be able to translate and comment on prose set texts
- Be able to translate and comment on verse set texts

## **Trips**

There will be a conference held at the School and they will also attend external lectures and events.

**Homework**

Homework will be set in the two modules each week. It will extend the work covered in class and will mostly take the form of translations, prose compositions, learning grammar/vocabulary/constructions, learning sections of text, studying commentary, writing essays/commentary answers on set text.

**Assessment and Marking**

Students' work will be given a percentage mark which will correspond to a grade, according to OCR guidelines. Students will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also available at the end of lessons, at break times and at the end of the day.

**Textbooks**

John Taylor: Latin beyond GCSE; R.Colebourn: Latin sentence and idiom; Disce Latinum: Latin grammar; Tacitus; Seneca; Vergil's Aeneid; books and resources provided by the department.



## MATHEMATICS

The Pearson Edexcel Advanced GCE in Mathematics consists of three externally-examined papers. Students must complete all assessment in May/June at the end of the two-year course.

**By the end of the Lower Sixth**, students will have covered elements of the following topics:

From Pure Mathematics: proof, algebra and functions, coordinate geometry in the  $(x, y)$  plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors.

From Statistics: statistical sampling, data presentation and interpretation, probability; statistical distributions and hypothesis testing.

From Mechanics: quantities and units in mechanics, kinematics, forces and Newton's laws, and moments.

### **Assessment and Marking**

Much of the work is self-marked. The weekly assignments will be assessed by the teacher and the marks, as a percentage, recorded. The final examination, at the end of the Upper Sixth, comprises 3 papers each of a duration 2 hours. The examination board is Edexcel and more information can be found at [www.edexcel.com](http://www.edexcel.com).

### **Textbooks**

All students will use the Pearson textbooks produced for the Pearson Edexcel syllabus.

## MEDIA STUDIES

### **Topics to be covered this year:**

TV drama case study – introducing TV long form drama concepts  
Newspapers, magazines and film advertising/marketing  
Introduce N.E.A (non examined assessment)  
Introduce music videos and advertising/marketing  
Receive brief/research brief/research activities and planning  
Introduce blogs  
Film planning, production and post production

### **By the end of the year pupils should:**

- learn to use appropriate technology.
- be confident in examining media texts/key areas of focus (audience, representation, institution, media language)
- understand how audiences 'read' media texts
- representation, mediation, film cycle, write, edit and evaluate
- have gained skills in the production areas associated with their production project
- have gained knowledge and skills in research and planning

### **Assessment and Marking**

Marks are always accompanied with comments outlining improvements required. Work usually will be resubmitted with the improvements made as this enables students to make good progress. Students' progress will be assessed through essays, in class tests, past papers, vocabulary tests and textual analysis tasks. Students are encouraged to gather an understanding of the mark scheme's criteria. The final grade will be derived from one media portfolio (NEA) and two externally set examinations at the end of the upper 6th year. Students have an end of year exam.

### **Advisable Equipment**

Hard drive, Adobe CC, DSLR camera, memory card 32 gig or above, tripod

### **Textbooks:**

currently unpublished

# MUSIC

*'Studying Music at A level will introduce you to a wealth of new approaches to music, while challenging you to deepen your current interests and skills. The most important thing at this stage is to begin thinking about music in a creative and disciplined way, exploring different repertoires and traditions for yourself, but keeping in mind the ways in which music is presented to you as an object of knowledge.'*

The Music course offered at Harrodian School is designed to provide students with a wide range of skills and experiences. Practically, students will improve their performance ability up to Grade 7 standard or higher, which could allow more able students entry to Music College. All students will study composition from traditional harmony through to the more modern styles of popular music with possibilities opening up for gifted composers to take this further at Music College or University.

Opportunities to develop performance skills and contribute to the musical ethos of the School are plentiful and A Level Music students are required to join either the Choir or the Jazz Band as a minimum, in addition to taking part in trips to experience live music.

## **Course Content:**

### **WJEC Eduqas Syllabus: GCE A Level in Music**

**There are three components to the course as follows:**

#### **Component 1: Performing (35%)**

This unit enables students to develop their skills in performing either as a vocalist or instrumentalist. Students will perform one or more pieces as a soloist and/or as part of an ensemble in preparation for a 10-12 minute recital examined by a visiting examiner in March/April of the Upper Sixth year. It is recommended that students perform at Grade 6-7 standard for this unit.

#### **Component 2: Composing (25%)**

In this unit students study a range of compositional techniques in a variety of styles, developing skills which will culminate in completing two externally assessed pieces. One of the compositions must be written to a set brief and reflect the musical techniques and conventions of the Western Classical Tradition. The second composition is a free composition. The total time of both compositions combined must be between 4-6 minutes.

#### **Component 3: Appraising (40%)**

Students analyse music within three areas of study:

##### **Area of Study 1: Western Classical Tradition**

##### **Area of Study 2: Rock and Pop**

##### **Area of Study 3: Into the Twentieth Century**

There is one written examination (2 hours 15 minutes) at the end of the course. Questions include a mixture of set work analysis with a score, context, unprepared extracts with and without a score and comparison questions

#### **Specific Entry Requirements:**

Grade A in GCSE Music, at least Grade 5 standard on an instrument or voice, good keyboard or guitar skills and ideally to have already passed Grade 5 Theory.

If you have any further queries regarding the course, please do not hesitate to contact Mrs Hannah Ashe, Head of Music ([hashe@harrodian.com](mailto:hashe@harrodian.com)).

**Textbook:** *Eduqas AS and A Level Music Study Guide (Rhinegold)*

## MUSIC TECHNOLOGY

The Music Technology course offered at Harrodian is designed to provide students with a range of skills suitable for the commercial music world. Students will develop their ability to use up to date Music Technology software, will gain experience recording a variety of live instruments, subsequently mixing and producing their work to produce near professional level recordings, and will have the opportunity to compose music in whatever style they choose, allowing them to showcase their skills and technological understanding. They will also learn about a wide range of popular music styles and genres, and explore the ways in which music technology has fundamentally changed the way in which we experience music.

Opportunities to develop Music Technology skills outside of the A level course and contribute to the musical ethos of the School are plentiful and students are invited to put their technical skills into practice during the school's many music events.

### **Course Content (Edexcel A Level Music Technology):**

The two-year Music Technology course consists of two non-examined assessment components and two externally examined papers. In the Lower Sixth, students will develop the skills and understanding necessary to complete these components through a wide range of practical and theoretical tasks. Students will begin work on the final projects in the summer of the Lower Sixth, and will submit their non-examined assessment and complete the examinations in the May/June of the Upper Sixth.

#### **Component 1: Recording (20%, non-examined, externally assessed)**

Students must record and produce an existing song using live instruments, from a choice of ten songs supplied by the exam board.

#### **Component 2: Technology-based composition (20%, non-examined, externally assessed)**

Students must use their music technology skills to compose a piece of music to a composition brief of their choice.

#### **Component 3: Listening and Analysing (25%, examination, externally assessed)**

Component 3 will be examined in May/June of the Upper Sixth and will be one examination of 1 hr 30 mins. Students will be required to answer questions on unfamiliar commercial recordings in a variety of styles.

#### **Component 4: Producing and Analysing (35%, examination externally assessed)**

Component 4 will be examined in May/June of the Upper Sixth and will be one examination of 2 hrs 15 mins. Students will be given a selection of audio and MIDI files, and will be required to follow instructions in order to create a final mixed version of a song. Students will also be required to answer a number of technical and musical questions relating to the files they have been given and to complete an extended written response on a specific aspect of music technology.

### **Specific Entry Requirements:**

Grade B in GCSE Music.

If you have any further queries regarding the course, please do not hesitate to contact Mrs Hannah Ashe, Head of Music ([hashe@harrodian.com](mailto:hashe@harrodian.com)).

# PHOTOGRAPHY

## **Topics to be covered this year:**

### **Unit 1: The Portrait**

This first unit is designed to introduce the fundamentals of photography to students while working through a series of small projects based around the idea of Portraiture, exploring how we might experiment with the notion and deliver our personal responses. The unit will also introduce the basics of chemical based photography as well as looking at the technical aspects of SLR photography.

### **Unit 2: Personal Project**

Undertaken from February to May taken from a range of five starting points. The work should show a progression from unit one in terms of understanding of concepts as well as from a technical perspective. Again the topic may be tackled in a series of small projects connecting to the theme and will include a period of five hours' supervised time.

### **By the end of the year students should:**

- have a thorough understanding of their camera, and be confident in its manipulation in the examining of topics.
- be proficient in both the manipulation of digital and traditional chemical photography and be able to work independently in both media formats

It is important to remember that the subject is taught as an art, so creativity is paramount in the successful exploration of a theme.

### **Trips**

Each term trips are organised to relevant photographic exhibitions in London. Opportunities are also sought for trips abroad in collaboration with the Art and Media departments.

### **Assessment and Marking**

Assessment is based around the unit's sketchbooks, all work being carried out in the students' A3 books, culminating in a series of mounted or projected final pieces. Successful work will demonstrate a full understanding of the assessment criteria as well as creative thinking for it must be born in mind that this is an Art subject. Marking is carried out in school and moderated by the board in June. There is a termly charge of £100.

# PHILOSOPHY

*We follow the AQA Philosophy A Level (7172) specification.*

## **Aims of the course:**

Students will gain a knowledge and understanding of some of the main themes in modern philosophy. They will engage with a number of primary texts and be asked to assess the arguments of many of the major thinkers of the philosophical tradition. This focus on specific texts will help students build key comprehension skills as well as provide them with an overview of the history of ideas from the enlightenment to today.

The course is designed to focus students on specific arguments. This will develop critical thinking skills that students will need in order to understand and assess arguments. Emphasis will be placed on students' capacity to engage in both concept and argument analysis. A related set of skills will be developed to allow students to construct their own arguments in a logical and well-reasoned manner.

## **Course Content:**

### **Component One: Epistemology**

Students will begin this component by looking at the philosophical debate around the concept of knowledge. They will examine the question of whether or not knowledge is a coherent notion, how it differs from belief, and its relationship to other concepts such as reality and truth.

Students will then look at two different theories of justification: empiricism and rationalism. Under empiricism they will consider direct and indirect realism as well as Berkeley's idealism. Under rationalism they will consider innatism and the approach taken by Descartes.

Finally, in this component, students will consider the limits of knowledge. They will assess the problems raised by scepticism and evaluate various responses.

### **Component Two: Moral Philosophy:**

This component begins with students learning about three ethical theories. First they will look at utilitarianism as developed by Bentham and Mill. Secondly they will look at duty theory as developed by Kant. Finally they will look at virtue theory as presented by Aristotle.

In the second part of this component students will apply the above ethical theories to a number of areas of moral behavior. The areas they will look at are: stealing, simulated killing (in computer games, film and other media), eating animals, and telling lies.

Finally students will look at the meta-ethical debate and ask whether or not ethical truths exist. They will look at the moral realism of Bentham and Moore and the anti-realism of Mackie, Ayer and Hare. They will also examine and analyze the argument known as Hume's fork.

## **Assessment and Marking:**

Students will be expected to build and maintain a full file of notes over the course of the year. Regular questions that follow the AQA exam format will be used to assess their progress. Students will also sit content focused 'end of topic' tests. At the end of the academic year students will sit a three-hour mock AQA AS examination paper and will be marked according to the AQA assessment scheme.

### **Textbooks**

*Philosophy for AS* – Michael Lacewing (Routledge)

*AQA AS Philosophy* – Jeremy Hayward, Dan Cardinal, Gerald Jones (Hodder)

# PHYSICAL EDUCATION

## **Topics to be covered this year:**

**Paper 1** (2 hrs 105 marks and 35% of A Level to be taken at the end of year 13)

Factors affecting participation in physical activity and sport

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

## **By the end of the year students should:**

- have developed their understanding of the topics outlined above
- have the skills to analyse and identify exam questions and compose suitable responses
- have learned to plan and prepare answers to related questions
- have combined their knowledge of different subject areas to have a written and verbal analysis of performance

## **Assessment and Marking**

A letter grade will be given for attainment and a number grade will be given for effort. Marks are accompanied by a comment or explanation to help students and parents understand how to improve their levels of performance. Students are continually assessed throughout the course by questions and answers, homework pieces, end of unit and end of term tests. Finally there is an internal end of year examination (120 mins).

## **Textbook**

*AQA A-Level PE Book 1*, - Hodder Education



# PHYSICS

## **Topics to be covered this year:**

### **1 Measurements and their errors**

Use of SI units and their prefixes; limitations of physical measurements; and estimation of physical quantities.

### **2 Particles and radiation**

Constituents of the atom; stable and unstable nuclei; particles, antiparticles and photons; particle interactions; classification of particles; quarks and antiquarks; application of conservation laws; the photoelectric effect; collisions of electrons with atoms; energy levels and photon emission; and wave-particle duality.

### **3 Waves**

Progressive waves; longitudinal and transverse waves; principle of superposition of waves and formation of stationary waves; interference; diffraction; and refraction at a plane surface.

### **4 Mechanics and materials**

Scalars and vectors; moments; motion along a straight line; projectile motion; Newton's laws of motion; momentum; work, energy and power; conservation of energy; bulk properties of solids; and the Young modulus.

### **5 Electricity**

Basics of electricity; current-voltage characteristics; resistivity; circuits; potential divider; and electromotive force and internal resistance.

## **By the end of the year students should have:**

- acquired experimental measuring skills.
- developed analytical and mathematical skills needed to answer a range of examination questions.
- developed an understanding of the physical interactions between matter and energy.
- the ability to recognise and describe experiments that show/explain physical phenomena.

## **Assessment and Marking**

We follow the new AQA Physics Specification. Written homework will be marked according to department and examination board guidelines and accompanied by a comment or explanation to help the student to understand how to improve their work. Folders will also be checked regularly to ensure the work is in order. There will be an end of topic test at the end of each section.

## **Textbooks**

AQA A Level Physics For A Level Year 1 and AS – Hodder Education

AQA Practical Physics – Hodder Education

# POLITICS

## **Exam Board: AQA.**

### **Paper 1 – Government and Politics of the UK**

Topics will include the UK Constitution, Parliament, the Prime Minister and Cabinet, the Judiciary, Elections, Referendums, the European Union

### **Paper 2 – The Government and Politics of the USA and Comparative Politics**

Topics will include the US Constitution, Congress, the President, the Judiciary, Elections, Parties, Pressure Groups, Civil Rights

This paper will include a comparison of the British and American political systems.

### **Paper 3 – Political Ideas**

Topics will include Liberalism, Socialism, Conservatism and Feminism

## **What will students have achieved by the end of the year?**

Students will have covered all of Paper 1 and have started Paper 2 and Paper 3. They will be able to understand the mechanics of government and the strengths and weaknesses of the UK system. Students will have started to understand the US political system and liberalism.

## **Assessment and Marking**

All three papers are identical in format and worth the same weighting. Each paper is 2 hours and worth 77 marks. Students must answer three short questions on each paper, one source question and one essay from a choice of two. All topics covered by the end of the first year will be examined in an internal exam in the summer of the L6. Students will sit all external exams in the summer of the U6. Students will be expected to maintain a file of notes, essays and handouts. Exam style questions will be marked according to examination board marking schemes.

## **Textbooks**

Students will be supplied with three textbooks one for each exam.

Bennett, A. J. 2017 (5th Edition) US Government and Politics for A-Level

Lynch, P. and Fairclough, P. 2017 (5th Edition) UK Government and Politics for AS/A-Level

McNaughton, N. and Kelly, R. 2017. Political ideas for A Level: Liberalism, Conservatism, Socialism, Feminism, Anarchism

## **Trips**

We are currently investigating the possibility of running an optional short trip to Washington DC to compliment the study of the political system in the USA. There will be a charge for this trip if we have sufficient interest and are able to offer it.

Every year we take the L6 to Parliament and when possible the Supreme Court for which there is no additional charge other than transportation and lunch costs. We also encourage students to attend open lectures in central London when identified as applicable to their course. In previous years students have attended lectures at London School of Economics. These have not been run as formal school trips and students have booked their own seats and arranged transport.

# PSYCHOLOGY

## Topics to be covered this year:

### Term One

- **Memory** - Explanations into the nature of memory, reasons for forgetting and eyewitness testimony
- **Approaches in Psychology** - A comparison of the major theoretical approaches in Psychology
- **Psychopathology** - Definitions of abnormality, various approaches and therapies for depression, OCD and phobia

### Term Two

- **Attachment** - Explanations of attachment, types of attachment and the effects of childhood on adult relationships
- **Research Methods** - The scientific processes in Psychology, data handling and analysis, and inferential testing
- **Social Influence** - Explanations for conformity, obedience and independent behaviour and social change.

### By the end of the year students should:

- have knowledge of psychological concepts, theories, research studies, research methods and ethical issues
- have developed their skills of analysis, interpretation and evaluation
- evaluate therapies and treatments in terms of their effectiveness and appropriateness
- be able apply their knowledge and understanding to a range of contexts
- be able to write informed and analytical essays
- be able to design, conduct and report a psychological investigation

### Trips

Students will have the opportunity to attend a conference with some of the world's leading psychologists. They will hear about some of the major theories and studies within Psychology and new research being undertaken.

### Assessment and Marking

Students will be expected to maintain their own file of notes, which will be checked regularly. At the end of each topic students will be assessed on their knowledge of the areas covered with a practice examination paper. Students' homework, essays and practice examination papers will be assessed according to examination board marking schemes.

### Examinations

Students will be set two internal mock examinations in June 2019. They will be assessed on the areas of the course that they have covered so far. Students' public, external examinations however, will take place at the end of Year 2 of their A level and be in the Summer of 2020.

### Textbook

*'AQA Psychology for A-level Year 1'* - Flanagan, Berry, Jarvis and Liddle

*'AQA Psychology for A-level Year 2'* - Flanagan, Berry, Jarvis and Liddle

# RELIGIOUS STUDIES

## Topics (OCR GCE Religious Studies A Level)

### Component 1: Philosophy of Religion

#### Ancient philosophical influences:

- The philosophical views of Plato in relation to: understanding of reality; the Forms; the analogy of the cave
- The philosophical views of Aristotle in relation to: understanding of reality; the four causes; the Prime Mover
  - Soul, mind and body
- The philosophical language of soul, mind and body in the thinking of Plato and Aristotle
- Metaphysics of consciousness, including substance dualism and materialism
- **The Existence of God**
  - Arguments based on observation (teleological and cosmological) and challenges to these
  - Arguments based on reason (ontological) and challenges to these
- **God and the World**
  - Religious experience (including mystical and conversion) and different ways in which these can be understood (psychological, physiological etc)
  - The problem of evil

### Component 2: Religion and Ethics

**The Ethical theories** of Natural Law, Situation Ethics, Kantian Ethics and Utilitarianism

#### Euthanasia:

- Key ideas including sanctity of life, quality of life, voluntary and non-voluntary euthanasia
- The application of Natural Law and Situation Ethics to euthanasia
- Debates about:
  - Whether or not a person should or can have complete autonomy over their own life and decisions made about it
  - Whether or not there is a moral difference between medical intervention to end a patient's life and medical non-intervention to end a patient's life

#### Business Ethics

- The application of Kantian ethics and utilitarianism to business ethics
- Debates about:
  - Whether or not the concept of corporate social responsibility is nothing more than 'hypocritical window-dressing' covering the greed of a business intent on making profits
  - Whether or not human beings can flourish in the context of capitalism and consumerism
  - Whether globalization encourages or discourages the pursuit of good ethics as the foundation of good business

### Component 3: Developments in Christian Thought

#### Insight

- Augustine's Teaching on Human Nature
- Human relationships pre-and post-Fall; Original Sin; God's grace; analysis of these ideas
- Death and the Afterlife

- Heaven, hell, purgatory, 'election'; differing Christian beliefs surrounding these ideas

### **Foundations**

- Knowledge of God's Existence
- The person of Jesus Christ
- Jesus Christ's authority as: the Son of God / teacher of wisdom / liberator

### **Living**

- Christian moral principles
- Christian moral action

### **Trips**

Students will attend a Philosophy and Ethics conference; additional trips to exhibitions, plays etc may be arranged.

### **Assessment and Marking**

All work will be marked according to the guidelines set by the specification.

Formal assessment will take the form of written assignments, end of topic tests and an end of year examination.

### **Textbooks**

*Oxford A Level Religious Studies for OCR: AS and Year 1* – Ahluwalia and Bowie (Oxford University Press)

# SPANISH

## **Topics to be covered over the two-year course:**

- Changes in Spanish society
  - Political and artistic culture through music, festivals, traditions and media
  - Immigration and multicultural society
  - The Franco years, the dictatorship and the transition to democracy
- Students will also study two literary texts or one literary text and one film.*

## **The aims and objectives of this qualification are to enable students to:**

- Enhance their linguistic skills and develop their capacity for critical and analytical thinking
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- Develop language learning skills and strategies and build fluency and confidence
- Engage critically with intellectually stimulating texts, films and other materials in the original language
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural knowledge that will enable them to proceed to further study or to employment
- Develop as independent researchers through the language of study.

## **Trips:**

Students will be given the opportunity to attend plays and view films in the language studied. Whenever possible, the department aims to arrange for our students to attend conferences related to their studies. There may be opportunities to visit a country where the language studied is spoken.

## **Assessment and Marking**

Students' progress will be assessed regularly with small tests focusing on specific grammar points or lexis. Students will also be asked to complete long pieces of work at home and in class (essays, presentations, A level type questions), which will be marked to A Level standard.

Students will sit A level examinations at the end of the two year course.

Paper 1: Listening, reading and translation

Paper 2: Written response to works and translation

Paper 3: Speaking

## **Textbook**

*Edexcel A level Spanish*

# SPORTS

## **Topics to be covered this year:**

### **Term One**

- Health Related Fitness
- Aerobics, body pump, circuits, cardiovascular and weight training
- Invasion games (football, netball and basketball), Boxercise
- Dance

### **Term Two**

- Health Related Fitness, Boxercise, Yoga, cardiovascular and weight training, Body Attack
- Dance
- Invasion games (rugby, hockey, and basketball)

### **Term Three**

- Health Related Fitness
- Swimming, tennis, athletics
- Strike and field/net games (cricket, rounders, tennis, volleyball, ultimate frisbee, touch rugby)

### **By the end of the year students should:**

- have continued to develop their understanding of the rules necessary to perform effectively and how to apply tactics in response to these rules
- have continued to develop skilful attacking and team play developing fluency and timing. They should have consolidated on how to work well as a team when attacking and defending, and the changeover between the two
- be able to think about how to use skills, strategies and tactics to outwit the opposition using team play and quick effective decision-making and communication
- be able to make good decisions about which techniques to use in specific situations
- be able to adapt to different situations quickly and begin to invent their own ideas, skills and tactics
- have developed skills during extra-curricular activities as academic pressure results in less sport contact time
- be able to perform a set dance and compose a small section with an understanding of rhythm and compositional ideas
- be able to maintain or improve levels of fitness through various different activities provided

### **Extra-Curricular Activities**

There are competitive inter-school fixtures available for all students in the main sports of each term. There are also lunchtime clubs in each sport to augment the contact time of each student per week. For 1st team players training is compulsory at lunchtime clubs.

## THREE DIMENSIONAL DESIGN

**Three Dimensional Design has been newly introduced at A level in order to provide continuity of curriculum following the subject from the 13s and GCSE. The subject as taught at Harrodian is aimed at encouraging and exploring the disciplines of Design and Engineering, problem solving challenging design briefs whilst creating tangible three dimensional models or working examples of solutions.**

### **Controlled Assessment**

The teacher will select a topic for research and development from September until February. From this area candidates are expected to make a personal response that fulfills the criteria of the outline, but work within carefully prescribed boundaries to impart the importance of working within a brief. Students will be exposed to a range of design techniques, specialized drawing and CAD techniques. By the unit's end each student will be expected to present their solution in 3D form along with associated 2D renderings to illustrate development and the reflective process.

### **Personal Portfolio**

This unit is the student's opportunity to make an in-depth personal response to a design brief by themselves or in conjunction with their teacher. There needs to be considerable evidence of the thought process that goes into the design, as well as a high degree of planning and preparation for delivery of the final idea. The unit's work can take the form of one self-contained assignment or a clearly defined series or set of work. The unit runs from February until July.

### **By the end of the year students should:**

- have an understanding of the design process as required at GCE level and be able to output carefully considered quality final working designs or scale models to demonstrate purpose.

### **Trips**

A trip will be organized once a year to relevant design based exhibitions.

### **Assessment and Marking**

Assessment is based around the unit's portfolios and sketchbooks, all work being carried out in the students' A3 books, culminating in a finished design and associated presentation. Successful work will demonstrate a full understanding of the assessment criteria as well as an understanding of the balance between form and function.

Marking is carried out in school and moderated by the board in June.

There is a termly charge of £80