



# HARRODIAN

UPPER SIXTH (YEAR 13)  
CURRICULUM HANDBOOK  
2019 - 2020

## INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the A subjects taken by Upper Sixth students at Harrodian.

In the Upper Sixth, students choose a total of three 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		
		Philosophy		

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 subject studied that day.

Students will be formally assessed by end of unit or module tests, mock A Level examinations from 5th to 17th January and the final external examinations in the Summer. One progress report and one full written report will be uploaded onto the parent portal 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

## A2 SUBJECTS AND EXAMINING BOARDS

Art & Design	9AD0	Edexcel
Biology	7402	AQA
Business	9BS0	Pearson Edexcel
Chemistry	H432	OCR
Classical Civilisation	H408	OCR
Drama and Theatre Studies	9DR0	Edexcel
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
Latin	H443	OCR
Mathematics	9MA0	Pearson Edexcel
Further Mathematics	9FM0	Pearson Edexcel
Media Studies	H409	OCR
Music	A660PA	Eduqas
Music Technology	9MT0	Pearson Edexcel
Philosophy	7172	AQA
Photography	H603	OCR
Physical Education	7582	AQA
Physics	7408	AQA
Politics	7152	AQA
Psychology	7182	AQA
Religious Studies	H573	OCR
Spanish	9SP0	Pearson Edexcel

## ART, CRAFT AND DESIGN

### **Upper Sixth (Year 13) Art, Craft and Design A Level - Edexcel (9AD0) Two-year course.**

Year 2 of the A Level Art and Design course will enable students to explore a range of two and three-dimensional materials in more depth. Part of the coursework unit is a written essay of 2000- 2500 words that explores an area of art of the student's choice; the practical work is generated from this starting point.

Students are introduced to new skills that suit chosen areas of study and these could be painting, drawing and recording from observation. Printing, three-dimensional work or photography are all a firm part of the course alongside the use of film or digital art if this interests the student.

#### **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. Contextual understanding and purposes behind their ideas have more rigour and enquiry during this year's study.

#### **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%

#### **A Level Course content:**

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

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

The practical work will develop students' ability to approach and resolve the issues that emerge as an inevitable part of creating art and design work. Students will learn to employ a problem-solving process in relation to their creative activities. This process involves identifying creative areas of interest, undertaking research, developing a range of ideas, development, and possibilities that are then evaluated and realised as a solution(s).

The personal study will require students to research, evaluate, analyse and establish links between own practical work and the broader art world, both historical and contemporary. The study should be a written and illustrated thesis (Min 2,000 words). Students will submit a work journal to complement their study and a visual response to the research.

**Component 2: Externally Set Assignment (Exam), 40% of the 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. Students will be given a twelve-week preparation period. They must submit one final piece unaided and produced under supervision in a period of 15 hours. They will need to produce preparatory work and should undertake investigative preparatory work in their work journals throughout the course.

**Assessment and Marking**

Assessment is completed in line with the Edexcel guidelines and is marked by the teachers in the Art department throughout the year and moderated by an external examiner.

# BIOLOGY

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

### **Section 5.**

Energy transfer within and between organisms: photosynthesis and respiration and their role in determining an organism's niche within an ecosystem; energy and nutrient cycles.

### **Section 6.**

Organisms respond to changes in their environment: plant and animal responses, nervous coordination and homeostasis.

### **Section 7.**

Genetics, populations, evolution and ecosystems: inheritance, including monohybrid and dihybrid inheritance patterns and Mendel's ratios; sex-linkage; population genetics, natural selection and speciation; how variation determines an organism's niche within an ecosystem.

### **Section 8:**

Control of Genetic expression: gene technology, stem cell research and the study of genome projects; techniques such as gene cloning, genetic screening and genetic fingerprinting.

## **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
- be able to apply this understanding to unfamiliar scenarios as required by the synoptic paper
- recognise and describe physiological responses of the body
- develop essay-writing skills that will demonstrate a knowledge of all topics covered in the A Level course

## **Assessment And Marking**

We follow the AQA Biology specification (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. There will be regular end of topic testing and mock examinations in January.

## **Textbooks**

AQA Biology A level year 2 - OUP

## BUSINESS

The U6 course builds on the previous year with the focus of study moving to International Business, the problems and rewards of growth and the increasing importance of acting in an ethical and responsible manner.

The qualification objectives are to develop an enthusiasm for studying business through: encouraging independent study of current business activities, analyzing business behaviour from a range of perspectives, being aware of the ethical dilemmas and responsibilities faced by organisations and individuals, and acquiring a range of relevant business and generic skills including decision making, problem solving, numerical skills and the challenging of assumptions.

Course content is based on two themes (3 and 4) which will be combined with themes 1 and 2 for the final examinations and are taught in parallel:

### **Theme 3: Business decisions and strategy**

- Identifying business aims, objectives and strategy
- Business Growth: Organic versus inorganic
- Decision making and risk assessment techniques
- External influences on business decision making
- Assessing business performance and potential in a competitive market
- Managing Change

### **Theme 4: Global Business**

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies
- Targeting emerging markets

Exam board: Edexcel course reference: 9BS0/03

Assessment: Three 2 hour exams, weightings and content as below:

Paper 1: Marketing, people and global business:	themes 1 and 4 (35%)
Paper 2: Business activities, decision and strategy:	themes 2 and 3 (35%)
Paper 3: Investigating Business in the competitive environment:	all four themes (30%)

### **Textbooks**

Edexcel A Level Business: Marcouse Book 2

# CHEMISTRY

## Topics to be covered this year:

### Module 5 - Physical Chemistry and Transition Metals

- Rates, Equilibria and pH
- Enthalpy, Entropy and Redox Potential
- Transition Elements and Qualitative Analysis

### Module 6 - Organic Chemistry and Analysis

- Benzene and Aromatic Chemistry
- Carbonyl compounds, Carboxylic Acids and Esters
- Nitrogen compounds, Polymers and Synthesis
- Chromatography, Qualitative Analysis and Spectroscopy

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

- quantitatively analyse chemical reactions to determine their rates and equilibrium position
- calculate the energy changes in reactions and assess the feasibility of reactions theoretically and experimentally
- qualitatively analyse organic and inorganic substances to identify ions and functional groups
- describe the reactions, mechanisms, reagents and conditions for a variety of organic reactions
- spectroscopically determine the identity of molecules using IR, Mass Spectrometry and NMR

### Assessment and Marking

The course follows the Oxford Cambridge and RSA specification (course code: H432). Three externally assessed examinations will take place at the end of the year, consisting of: Periodic table, elements and physical chemistry (H432/01); Synthesis and analytical techniques (H432/02); and Unified Chemistry (H432/03). These will make up 100% of the total grade, weighted 37%, 37%, and 26% respectively. The Practical Endorsement laboratory work is taken from practical investigations carried out throughout the course and written up into a lab book, marked on a Pass/Fail basis. Internal assessments are made at the end of the modules and mock examinations in January. Homework is marked according to department and examination board guidelines and constructive feedback is given to assist in students' learning.

### Textbooks

*OCR A Level Chemistry Book 2* - Hodder



## CLASSICAL CIVILISATION

### Topics to be covered this year:

#### Term One

- The world of the hero: study of Virgil's Aeneid books 1,2,4,6,7,8,9,10,11,12
- 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 values relating to love, desire and relationships.

#### Term Two

- The world of the hero: study of Virgil's Aeneid books 1,2,4,6,7,8,9,10,11,12
- 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 values relating to love, desire and relationships.

#### Term Three

- Revision of 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 Virgil's Aeneid books 1,2,4,6,7,8,9,10,11,12
- Revision of 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.
- Revision of 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.

### 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 comic drama in the Ancient World

### Trips

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

### Homework

Homework will be set in two of the modules each week. It will extend the work covered in class and will mostly take the form of essays, commentary, questions and presentations.

### 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

*The Aeneid; The Iliad; The Clouds; Lysistrata; The swaggering soldier; The brothers Menaechmus; Clayton, R. W. J. Athenian Politics; Classics department resources.*

Books and resources provided by the department.

# DRAMA

## Topics to be covered this year:

### Term One

- Prepare for Component Two (Text in Performance) 20% of qualification
- Set text preparation work for *Woyzeck*
- Live review preparation
- Designing and Directing theatre skills

### Term Two

- Perform Component Two (Text in Performance) 20% of qualification (external)
- Continue work on written examination, focusing on *Woyzeck* and *Machinal*
- Advanced practitioner techniques

### Term Three

- Written exam preparation

### 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 Edexcel's 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 critical consideration of current economic issues, problems and institutions that affect everyday life.

## **Modules covered in Upper Sixth include:**

### Paper 1 – Microeconomics: Markets and market failure

Students will investigate the production, costs and revenue for typical firms in a series of market structures including Monopolies and Oligopolies. They will analyse different labour markets and establish how wages are determined in these markets. They will study the causes of and solutions to income inequality and poverty as well as discuss the best method of government intervention into failed markets.

### Paper 2 – Macroeconomics: National and international economy

Students will learn how economists measure economic performance and how the macroeconomy functions. They will analyse financial markets and monetary policy including Quantitative Easing. As well as these national issues students will discuss the impact of globalisation and the UK's relationship with the European Union.

### Examinations

Paper 1 is a written exam of 2 hours on the Microeconomic principles learnt above and is worth 33.3% of an A-Level

Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks

Section B: essay questions requiring written answers, choice of one from three worth 40 marks

Paper 2 is a written exam of 2 hours on the Macroeconomic principles learnt above and is worth 33.3% of an A-Level

Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks

Section B: essay questions requiring written answers, choice of one from three worth 40 marks

Paper 3 is a written exam of 2 hours as a synoptic paper in which students provide economic analysis on an unseen case study containing economic information on a real world economy

Section A: multiple choice questions worth 30 marks

Section B: case study questions requiring written answers, worth 50 marks

## **Textbooks**

AQA recommended textbook

Tutor2u online textbook

Economics, Alain Anderton, Sixth Edition

Economist Magazine

A daily selection of broadsheet newspapers

# ENGLISH LANGUAGE

## **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 a part. Covering issues around historical language change, diversity and acquisition, students 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 historical 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 language change.

## **English Language in the Lower Sixth:**

Topics studied in the first year include a component which introduces students to the ways in which language varies across social class, geography, age or gender, and 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, students will explore and critically evaluate the development of both speech and writing in children between the ages of 0 and 8, enabling them to examine the social and scientific processes behind human language acquisition.

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

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
- draw on their knowledge of the forms and structures of spoken or written English to craft texts 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

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

Coursework Assignment – 2,000 words

Post 2000 Poetry

Poetry – Movement/Poet

Revision

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

- 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
- create detailed revision notes in preparation for the examinations
- write essays under timed conditions

### **Trips**

The English Department aims to arrange one theatre trip for each year group; however, this depends on the availability of appropriate plays and on the demands of the school calendar. Occasionally, theatre companies, cultural artists and authors are invited to give workshops at the School. A-Level students sometimes attend external lectures on set texts.

### **Assessment and Marking**

Students' work will be marked and assessed at regular intervals. Types of marking will vary according to the type of work completed and will include ticked acknowledgement of notes, self and peer assessment and detailed teacher marking. The following examinations are written in the Summer Term:

**Prose – Open Book – 1 hour**

**Drama – Open Book – 2 hours 15 minutes**

**Poetry – 2 hours 15 minutes**

### **Written Coursework Assessment:**

Students are guided by the teacher as they write the first draft of their coursework. Teachers are permitted by the examination authority to indicate general areas of improvement, but students must do detailed editing, revision and corrections themselves. Before coursework is sent to the examination board, students and teachers must sign an authentication form declaring that all assignments are the student's own work. If a student fails to hand in their draft coursework on time, only their final copy will be marked.

### **Mock examinations:**

All students will sit a full mock in the January preceding their A-Level examinations. The examinations will follow the format of the final assessment.

# FRENCH

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

- Changes 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 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 mock examinations in the Spring Term and 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 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 Upper Sixth**, in addition to those covered in the Lower Sixth, students will have covered further elements of the following topics:

From Pure Mathematics: proof and algebra, functions and graphs, sequences and series, binomial expansion, radians, trigonometric functions and modelling, parametric equations, further differentiation and integration, numerical methods and vectors.

From Statistics: regression, correlation and hypothesis testing, conditional probability, the normal distribution.

From Mechanics: moments, forces and friction, projectiles, applications of forces and further kinematics.

### **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.

# 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:**

### **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?

### **Hazardous Earth**

- What is the evidence for continental drift and plate tectonics?
- What are the main hazards generated by volcanic activity?
- What are the main hazards generated by seismic activity?
- What are the implications of living in tectonically active locations?
- What measures are available to help people cope with living in tectonically active locations?

Students will complete their Independent Investigation in the Autumn Term. This piece of work contributes 20% to the overall grade.

### **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 and end of unit tests.

### **Textbooks**

Hodder OCR A Level Geography



## GRAPHIC DESIGN AND COMMUNICATION

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

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 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 AS year. The designs 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 portfolio and sketchbooks, all work being carried out in the student's A3 books, culminating in a finished design and associated presentation. Successful work will demonstrate a full understanding of 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 £50 for the course.

# HISTORY

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

There are two routes through A Level History. Students will continue to study the pair they started in the Lower Sixth. All students will work on their coursework for Unit 3, to be completed by Christmas.

- 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 all the content of Units 1 and 2, and completed their coursework.

Units 1 and 2 will be completed and externally assessed in the summer of the Upper Sixth.

The coursework will be marked and moderated both internally and externally. 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.

## **Textbooks**

We will continue to use the textbooks issued in the Lower Sixth and they must 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 and resources will occasionally be issued.

# HISTORY OF ART

## Topics to be covered this year:

### Term One

#### B: Themes

Students to complete theme B1: Nature 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.

### Term Two

#### C: Periods

Students study the topic 'Brave New World: Modernism in Europe (1900-1939). An in-depth investigation of the following:

- Changing styles, the concept of modernity, Primitivism, ready-made, and the rejection of academic traditions.
- Works will be studied from Fauvism, Cubism, German Expressionism, Futurism, Dada, and Surrealism.
- Artists covered include Matisse, Picasso, Brancusi, Goncharova, Sonia and Robert Delaunay, Duchamp, and Hoch.

### Term Three

- Intense revision course to adequately prepare students for the A Level examinations.

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

- have a strong understanding of Western Art of the Nineteenth and Twentieth centuries
- be able to write confidently about the History of Art
- have a knowledge of the chronology of art movements and styles
- have an understanding of the historical and political context in which works of art were produced
- 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

### 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 Gallery, Tate Britain and Tate Modern. Trips to Paris and Barcelona will also be planned for this year.

### Assessment and Marking

Students are required to sit two three-hour examinations in the summer. For the components studied in the Upper Sixth, Paper 2 is a three-hour examination with a weighting of 50% of the total A Level marks.

## **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 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*

## MATHEMATICS

Students wishing to study this course must also study the standard A level Mathematics. The full Advanced GCE specification requires a student to complete six units. It should be appreciated that there is some flexibility in the choice of units to be studied.

**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:** Further complex numbers, Maclaurin series, differentiating and integrating inverse trigonometric functions and using partial fractions, volumes of revolution, polar coordinates, hyperbolic functions, first and second-order differential equations.

**From Mechanics:** Motion in a circle, Centres of mass, Simple harmonic motion, Further kinematics.

### **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.

# MEDIA STUDIES

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

Complete NEA  
Radio case study  
Computer games case study  
Music videos, advertising/marketing  
Long From TV drama case studies  
News, magazines, advertising and music videos  
Radio, video games, film and TV drama

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

- have a theoretical understanding of the mass media
- have developed methods for analysing media texts
- have developed their practical skills
- have learnt about how media industries operate
- have researched and investigated issues and debates about the role of the media in society
- have developed research and essay writing skills

## **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.

## **Textbooks**

OCR Media Studies, Hodder

## 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 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 Orchestra 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 assessed 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. They will complete two externally assessed pieces in contrasting styles. 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 Upper Sixth, students will build on the skills and understanding acquired in the Lower Sixth in order to complete their final non-examined projects and work towards the examinations. They submit their non-examined assessments 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.

# 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: Metaphysics of God**

Students will examine some of the key themes in the philosophy of religion. In the first year course students were introduced to some of the main debates in early modern philosophy and this topic will pick up on that by looking at the various ways in which early modern philosophy characterized and defined God. Students will examine various competing philosophical views of God (this topic does not look at the God of any specific religion).

Students will then look at some attempts to demonstrate the existence and non-existence of God through argument and evidence as well as the objections to those arguments. Finally, they will look at how debates within the philosophy of language has informed philosophy of religion and they will examine the claim that language about God is meaningless.

### **Component Two: Metaphysics of Mind:**

Students will examine many of the main themes in the philosophy of mind. They will start by looking at what is meant by the word 'mind' and consider what is definitive of a mental state.

Students will look at dualist theories which posit that the mind is separate from the brain. They will examine the history of this idea from its early modern conception as 'substance' dualism to its more modern conception of 'property' dualism.

As a contrast to dualism students will look at both physicalist views, which hold the mind to be, in some important way, the same thing as the brain, and functionalist views, which try to reduce the concept of mind to the various functions it performs.

### **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. Students will sit a three-hour mock AQA examination paper and will be marked according to the AQA assessment scheme.

## **Examinations**

The A Level examinations are as follows:

- Paper 1: Epistemology and moral philosophy – (50% of A-level) - 3 hours
- Paper 2: The metaphysics of God and the metaphysics of mind – (50% of A-level) - 3 hours

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

Students will have a good working knowledge of many of the main debates within European philosophy from the Enlightenment to the present day. Students will be prepared fully for the examinations, both in terms of subject knowledge and essay-writing skills. Students will also learn how to note-take and debate.

## **Textbooks**

*Philosophy for A2* – Michael Lacewing (Routledge)

*AQA A2 Philosophy* – Jeremy Hayward, Dan Cardinal, Gerald Jones (Hodder)

# 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 and 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 £110.

# PHYSICAL EDUCATION

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

### **Paper 2** (2 hrs 105 marks and 35% of A Level)

Factors affecting optimal performance in physical activity and sport

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

**Coursework Non-Exam Assessment:** (Internal assessment, external moderation, 90 marks, 30% A Level)

Practical performance in physical activity and sport.

Students are assessed as a performer or coach in the full sided version of one activity and a written/verbal analysis of performance.

### **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. There are two modules assessed through written end of year examinations (2 hours each) and a coursework module.

### **Textbook**

*AQA A-Level PE Book 2*, - Hodder Education

# PHYSICS

## Topics to be covered this year:

### 6. Further mechanics and thermal physics

Circular motion; simple harmonic motion; simple harmonic systems; forced vibrations and resonance; thermal energy transfer; ideal gases; and molecular kinetic theory model.

### 7. Fields and their consequences

Fields; Newton's law; gravitational field strength; gravitational potential; orbits of planets and satellites; Coulomb's law; electric field strength; electric potential; capacitance; parallel plate capacitor; energy stored by a capacitor; capacitor charge and discharge; magnetic flux density; moving charges in a magnetic field; magnetic flux and flux linkage; electromagnetic induction; alternating current; and the operation of a transformer.

### 8. Nuclear physics

Rutherford scattering; alpha, beta and gamma radiation; radioactive decay; nuclear instability; nuclear radius; mass and energy; induced fission; and safety aspects.

### 9. Astrophysics (option)

Astronomical telescope consisting of two converging lenses; reflecting telescopes; single dish radio telescopes, I-R, U-V and x-ray telescopes; advantages of large diameter telescopes; classification by luminosity; absolute magnitude,  $M$ ; classification by temperature, black-body radiation; principles of the use of stellar spectral classes; the Hertzsprung-Russell (HR) diagram; supernovae, neutron stars and black holes; Doppler effect; Hubble's law; quasars; and detection of exoplanets.

## 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 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 and mock examinations in January.

## Textbooks

AQA A Level Physics 2 – Hodder Education

AQA Practical Physics – Hodder Education

# POLITICS

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

Students will have prepared fully for all three examinations.

### **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

## **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. 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. All three units are equally weighted.

## **Text Book**

Students have been 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*

Students may wish to purchase a revision guide. The department will hold a range of revision texts students can borrow.

## **Trips**

In previous years when available we have tried to attend a revision conference in central London run by Hodder Education. At this time we are unable to confirm if there will be any courses running in 2020. There is a small charge for these conferences and students are expected to pay for their own travel into London and lunch.



# PSYCHOLOGY

## Term One

- **Biopsychology** – The nervous system, the endocrine system, biological rhythms and brain plasticity and recovery
- **Issues and Debates in Psychology** – Freewill and determinism, nature-nurture, reductionism, bias and ethics
- **Relationships** – Theories surrounding the formation, maintenance and breakdown of romantic relationships

## Term Two

- **Schizophrenia** – Classification of Schizophrenia, biological and psychological explanations and therapies
- **Forensic Psychology** – Offender profiling, biological and psychological explanations for offending behaviour and dealing with offending behaviour

## Term Three

- Revision and examination technique

### 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
- be able to evaluate therapies and treatments in terms of their effectiveness and appropriateness
- be able to 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 country's leading psychologists. They will hear about 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

All students will be entered for three separate, two-hour examinations in the summer term, each paper is worth 33% of the students' final grades. Each examination contains multiple choice questions, short answer questions and essays. All questions are compulsory in Examination 1 and Examination 2; in Examination 3 there is one compulsory section followed by three sections that contain a choice of questions.

## Textbooks

*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

*We follow the OCR Religious Studies A Level (H573) specification.*

## **Component 1: Philosophy of Religion**

- The nature or attributes of God: developments in the understanding of omnipotence, omniscience, (omni)benevolence, eternity, free will
- Religious language: Negative, Analogical or Symbolic
- Religious Language: Twentieth Century Perspectives
  - logical positivism
  - Wittgenstein's views on language games and forms of life
  - discussion about the factual quality of religious language in the falsification symposium

## **Component 2: Religious Ethics**

- Ethical Language: Meta-ethics- naturalism, intuitionism and emotivism
- Conscience: Aquinas' theological approach; Freud's psychological approach
- The concept of guilt
- The presence or absence of God within the workings of the conscience and super-ego
- The process of moral decision-making
- Whether conscience is linked to, or separate from, reason and the unconscious mind
- Whether conscience exists at all or is instead an umbrella term covering various factors involved in moral decision-making, such as culture, environment, genetic predisposition and education
- Sexual Ethics:
  - premarital and extramarital sex
  - homosexuality
  - the influence of developments in religious beliefs and practices on debates about the morality, legality and tolerability of these areas of sexual ethics

## **Component 3: Development in Christian Thought**

- Religious pluralism and theology: exclusivism, inclusivism, pluralism
- Religious pluralism and society: the development of contemporary multi-faith societies; responses of Christian communities to inter-faith dialogue; the scriptural reasoning movement
- Gender and society: The effects of changing views of gender and gender roles on Christian thought and practice, including:
  - Christian teaching on the roles of men and women in the family and society
  - Christian responses to contemporary secular views about the roles of men and women in the family and society
- Gender and theology: The reinterpretation of God by feminist theologians, including the teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications for the Christian idea of God.

- The Challenge of Secularism: The rise of secularism and secularisation, and the views that:
  - God is an illusion and the result of wish fulfilment
  - Christianity should play no part in public life
- Liberation Theology and Marx:
  - Marx's teaching on alienation and exploitation
  - liberation theology's use of Marx to analyse social sin;
  - liberation theology's teaching on the 'preferential option for the poor'

### **Assessment and Marking**

Students will be expected to maintain their own file of notes, essays and handouts which will be checked regularly. Essays will be marked according to examination board marking schemes. Other work will be marked according to the standard effort and attainment policy.

A Level Units studied in L6 and U6 will be assessed in an internal mock examination early 2019. Final examinations for each unit set by the external exam board will be completed in Summer 2019.

The examinations are as follows:

- Philosophy of religion – 2 hours
- Religion and ethics – 2 hours
- Developments in Christian Thought – 2 hours

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

Students will be prepared fully for the examinations, both in terms of subject knowledge and essay-writing skills. Students will also learn how to note-take and debate.

### **Trips**

Students will have the opportunity to attend a conference and / or trip.

### **Textbooks**

*Oxford A Level Religious Studies for OCR: AS and Year 2* – Ahluwalia and Bowie (Oxford University Press)

## SPANISH

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

- Changes in Spanish society (Year 1)
- Political and artistic culture in Spanish speaking countries (Year 1)
- Immigration and multicultural society (Year 2)
- The Franco years, the dictatorship and the transition to democracy (Year 2)

Students will also study two Spanish 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 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 attack, circuits, cardiovascular and weight training, Boxercise)
- Invasion games (football, netball and basketball)

### Term Two

- Health Related Fitness (aerobics, circuits, cardiovascular and weight training)
- Dance, Yoga
- Invasion games (rugby, hockey, and basketball)

### Term Three

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

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

- continue to develop their understanding of the rules necessary to perform effectively and how to apply tactics in response to these rules
- continue 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.
- think about how to use skills, strategies and tactics to outwit the opposition using team play and quick effective decision-making and communication
- make good decisions about which techniques to use in specific situations
- adapt to different situations quickly and begin to invent their own ideas, skills and tactics
- understand and apply different forms of maintaining and improving fitness levels
- develop skills during extra-curricular activities as academic pressure results in less sport contact time

### 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.

### Assessment And Marking

Attainment grades are limited to students taking PE at A-level

# THREE DIMENSIONAL DESIGN

## OCR

### **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 a 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 work will have a more professional finish and demonstrate a much greater control of both the software we use and the machines used to output final models.

### **Equipment**

Candidates are encouraged to learn the software we manipulate to a high standard (Sketchup and Fusion 360) as well as operate a range of machines which we employ to output prototypes in plastic metal and wood.

### **Trips**

Each year we will endeavor to find relevant exhibitions and visit design studios whose work represents benchmark output.

### **Assessment and Marking**

Assessment is based around the unit's portfolios and sketchbooks, all work being carried out in the students' A3 books or in digital format, 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 £110