



HARRODIAN

A LEVEL INFORMATION BOOKLET

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# INTRODUCTION

The purpose of this A Level Information Booklet is to provide students and parents with concise information about the A Level subjects taken at Harrodian in order to facilitate the choice of the most appropriate subjects and combinations.

In the Lower Sixth, students choose a total of four subjects from five groups or option blocks. Each subject has six periods of fifty five minutes per week. We try to be flexible and to accommodate the wishes of individual students, however for timetabling and staffing reasons certain subject combinations may not be possible. Students indicate their preferred combinations in the Autumn Term of their final GCSE year (15s/Year 11) and the timetable is then constructed in order to best fit the requirements of the cohort.

In the Upper Sixth, most students will continue with three subjects to A Level examination in the summer, some will continue with four. No public examinations are taken during the Summer Term of the Lower Sixth Year.

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

## A LEVEL COURSES AVAILABLE

We will offer A Level courses in the following subjects. We try to be as flexible as possible and to tailor the curriculum to the requirements of individual students.

- Art and Design
- Biology
- Business
- Chemistry
- Classical Civilisation
- Drama and Theatre Studies
- Economics
- English Language
- English Literature
- French
- Further Mathematics
- Geography
- Graphic Design
- History
- History of Art
- Italian
- Latin
- Mathematics
- Media Studies
- Music
- Philosophy
- Photography
- Physical Education
- Physics
- Politics
- Psychology
- Religious Studies
- Spanish
- 3D Design

## SOME CONSIDERATIONS WHEN SELECTING YOUR COURSES

In making plans for the future, you are taking responsibility for your own destiny. In selecting your courses you should bear in mind the following:

- **Enjoyment:** Your enjoyment of your chosen subjects and your motivation towards them will be major factors in your eventual success.
- **Natural Flair:** You must already have shown ability in the subject area if you are to succeed at A Level. It is unlikely that you will do well on a course if you have merely “got by” in the subject up to now. This comment clearly does not apply to “new” subjects where you will need to take advice as to your likely potential; even so, it is likely that you will have studied similar subjects in the past and your previous performance may well be taken into account. Our entry requirements aim to ensure that you have the skills for success on your chosen courses.
- **Self-Discipline:** Whether you study A Levels at Harrodian or elsewhere, it is important to realise that this is not the easiest way of spending the next two years and do not assume that subjects run on smoothly from their matching GCSEs. In all areas of higher study you will be expected to work outside the classroom on your own individual studies and at Harrodian we expect you to put in a minimum of four hours per subject per week if you wish to do justice to yourself. It will be your responsibility to ensure that enough individual study is done and that homework and assignments are completed to the best of your ability and on time. Apart from homework, you will also be expected to read around the subjects, make and rewrite notes and learn and revise. One way to help yourself is to master various study skills and to organise and reorganise yourself effectively in your own way. If you are involved in sport or other activities, you will need to work out an effective balance between all the pressures on your limited time and this problem becomes more complex if you also have a job and a demanding social life! In order to help the transition to the Sixth Form you must use your study periods effectively in the Senior Library or the study room in the Sixth Form suite during the day.
- **Three Key Skills:** Sixth Form studies develop many of the skills you have used in the past, taking them to a more advanced level. Time management is crucial: you will be expected to take responsibility for your own studies and to organise your study time alongside all your other commitments. Through your courses, you build on communication skills, both written and spoken and you should aim to extend your experience of IT skills, which will be further required in university study and in almost any employment area you might eventually consider.

- **Matching Your Existing Skills:** Individual courses call for different skills and an understanding of how best to apply them. These include in-depth reading, essay planning and writing, discussion and debate, or data collection, analysis and practical laboratory techniques. Some courses include non-examined assessments (coursework) which may suit particular students.

In deciding on the advanced courses you wish to follow, you need to consider their requirements and to balance these against your aptitudes, as currently revealed at GCSE level, but you must always remember that the courses are designed to help you develop and nurture your talent over the next two years. This should ensure that you could cope with the courses you are considering and that you will emerge from two years of study with a package of transferable skills which will equip you for further study and for a future career.

- **Your Career:** In looking to the future, you need to think about possible career directions to be sure which doors will be opened by your chosen combination and which might be closed by the subjects you choose. It is a very good idea to discuss your plans with the Sixth Form managers, Heads of Department and other experienced members of staff.
- **The Timetable:** Once you have decided on your chosen subjects, we will try hard to accommodate your wishes, but the composition of the timetable for each academic year is subject to constraints brought about by the availability of places on each course and by the combination of choices made by all the other applicants to the Sixth Form. Harrodian reserves the right to change the timetable and subject blocks at any time.

## Notes re A Level Choices and University Applications

- If undecided about future direction, a balance of disciplines (Humanities, Sciences, Creative subjects) is sensible. Students applying for subjects offered at A Level (for example Sciences, History, Geography, English and Music) will generally be expected to have studied that subject at A Level. For other courses, see below.
- In most cases universities do not distinguish between what might have traditionally been perceived as “Hard” and “Soft” subjects – they accept all fully accredited A Levels, with the exception of Critical Thinking and General Studies.

## Potentially Restrictive Combinations

- Ideally no more than ONE of Economics and Business or no more than ONE of R.S. and **Philosophy** – Whilst this is NOT a university requirement, the courses overlap to some extent and therefore some universities do not see the student as displaying a diverse range of skills.
- No more than TWO of **Art, Photography, 3D Design** and **Graphic Design** unless pursuing a creative course/future.

## Potentially Positive Combinations

- A diverse range of subjects shows versatility.
- A modern foreign language as one of the three A Levels can enhance any university choice.

## For university courses that are not studied at A Level (Please note that this is NOT an extensive list)

- Architecture – should take **Art** or **3D Design**; with **Maths** and **Physics** ideally
- Computer courses – **Maths** a definite advantage
- Economics – should take **Maths** (required for most good universities)
- Engineering - should take **Physics** and **Maths**; plus **Further Maths** (for top universities); **3D Design** useful for some courses
- Environmental Sciences – **Biology** and **Chemistry** preferred; **Geography** may be required
- Film & TV – **Media Studies** preferred; **English, History** and **Photography** valued also
- Finance – **Maths** valued highly
- Geography – one other Science for BSc (**Psychology** may count)
- Law – no specific subjects required, but essay-based ones will be valued. **History, English Literature, Economics, Politics, Classics, Latin, R.S., Philosophy** etc.
- Medicine and Veterinary Medicine – **Chemistry** is essential, plus two other Sciences: **Maths** and **Biology** is the ideal combination
- Philosophy – similar to Law. No specific subjects required, but essay-based subjects valued
- Psychology – for BSc, at least one Science (**Psychology** may count)
- Sports Science – at least one Science (**P.E.** may count)
- Theology – **R.S.** valued highly

A LEVEL  
COURSE DESCRIPTIONS



# ART AND DESIGN

**Examination Board:** Pearson Edexcel

**Specification Number:** Art, Craft and Design (9AD0)

**Head of Department:** L. Caldecott

**Teachers:** H. Kroes, R. Parker

## Why study Art?

The course will develop your ability to appreciate the visual world and to respond in a personal and creative way. It will also develop you as a creative thinker, fostering the ability to conceptualise. The skills you will develop will be varied. Among them, you will develop a working knowledge of materials, practices and technology in one or more of the disciplines within art. You will analyse and use sources to inspire your own work. You will use learnt skills to interpret, convey and synthesise your ideas and feelings through art, craft and design.

## Course Requirements:

A minimum of Grade 9-7 at GCSE Art

## Course outline

Unit	Brief Description
<b>Component 1:</b> <b>Personal Investigation and Personal Study (Coursework)</b> <b>60% of A Level</b>	This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing a personal resolved outcome. The personal study will consist of a critical and analytical written piece of a minimum of 2000 words continuous prose making links to the students own practical investigations, supported by contextual research. The personal study comprises 12% of the final qualification.
<b>Component 2:</b> <b>Externally Set Assignment (Exam)</b> <b>40% of A Level</b>	This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing a personal resolved outcome in response to an externally set theme.

## Assessment:

### A01

*Develop* ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

### A02

*Explore* and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as work develops.

### A03

*Record ideas*, observations and insights relevant to intentions, reflecting critically on work and progress.

### A04

*Present* a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

**Coursework:** 60% total score

**Practical assignments:** 40% total score

# BIOLOGY

**Examination Board:** AQA

**Specification Numbers:** 7401/7402

**Head of Department/Teacher in charge:** A. Nolan

**Teachers:** B. Davies, T. Oldacre, A. Nolan, C. Sullivan, J. Edwards

## Why study Biology?

A Level Biology will help students to develop essential knowledge and understanding of different areas of the subject and how they relate to each other. Students develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods, which is a stepping-stone to future study. This course further develops competence and confidence in a variety of practical, mathematical and problem solving skills and will enhance their interest in and enthusiasm for Biology, including developing an interest in further study and associated careers. It will help students to understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

## Course Requirements:

Grades 7-9 in GCSE Biology. Combined Award Grade 8 minimum. Good mathematical and practical skills are beneficial.

## Course outline

Unit	Brief Description
<b>1. Biological molecules</b>	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.
<b>2. Cells</b>	The features of prokaryotic and eukaryotic cells and the biochemistry and importance of the cell membrane. The role of the membrane in immunological responses.
<b>3. Exchange of substances</b>	The importance of exchange mechanisms and mass transport systems in providing the necessary nutrients to cells.
<b>4. Genetics, variation and relationships</b>	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.
<b>5. Energy transfers</b>	The biochemistry of photosynthesis and respiration and their role in determining the energy within food chains and the transfer of energy between organisms within an ecosystem.
<b>6. Responding to change</b>	Responses to external stimuli including nervous and hormonal responses. The role of growth substances (hormones) in plants.
<b>7. Genetics, evolution and ecosystems</b>	Phylogenetic classification and the role of alleles in inheritance. Natural selection and its effect on the allele frequencies within a population.
<b>8. Gene expression</b>	Protein synthesis and its control. The role of genetic and environmental factors in determining phenotypes and manipulation of gene expression for medical and other uses.

**Assessment:**

**Total number written papers:** 3 papers

% total score: 100%

*There is no coursework but practical skills are assessed throughout and the understanding of set practical work will be examined within the written papers.*

**Additional costs:**

There may be some local fieldwork in the Lower Sixth or Upper Sixth year, which will typically be a half day or full day depending on the nature of the study.

# BUSINESS

**Examination Board:** Pearson Edexcel

**Specification Number:** 9BS0

**Head of Department:** S. Goorah

**Teachers:** R. Drummond-Chew, S. Goorah, G. Holder

## Why study Business?

Whatever your talent, everyone works as part of a business. Understanding the various internal and external factors that make one business succeed, while others fail, will help in your decision making and contribute to your success throughout your career.

Business is the fastest growing degree choice at universities and can be combined with a wide variety of other disciplines including economics, management, languages, sport, engineering, accountancy, international relations, film, media, advertising, design and science. Because the business course is designed to set skills for life it combines well with any other A Level subject, be it arts, science, languages or humanities.

All the exam boards have worked closely with the 'red brick' universities to ensure the revised Business A Level is 'demanding, rigorous, inclusive and empowering'. The end result is a "robust and internationally comparable post -16 academic course which enables universities to accurately identify students' current and potential attainment". In short an A Level in Business is no longer a 'soft option' but one designed to meet the high skill set required of our future 'movers and shakers'.

## Course Requirements:

Students are required to have a minimum of a Grade 7 in Maths and English at GCSE and have at least five GCSEs at Grade 7 or above.

Students are not required to have taken the GCSE Business course and usually the Sixth Form intake is a 50:50 split between students who have studied Business previously and those who take it up for the first time at Sixth Form. There is some basic overlap with GCSE terminology but concepts are studied in greater depth and the focus is on analysing current UK and global business performance. The course includes micro and macro economics and essay writing which focuses on research, analysis and evaluation skills. 10% of the exam is based on quantitative analysis of graphs, tables and business results and students are required to draw demand and supply diagrams.

## Course outline

All units focus on studying current businesses and as such students are encouraged to select businesses that they are interested in – these tend to be: phones, clothing, food, cars, sports, film and online media.

Unit	Brief Description
<b>Theme 1 Marketing and people</b>	Includes the marketing mix and business strategy, motivation and management, leadership styles and market changes.
<b>Theme 2 Managing business activities</b>	Raising and planning finance, managing finance, resource management and external influences, particularly economics on the business.
<b>Theme 3 Business decisions and strategy</b>	Setting objectives and strategies in a competitive and changing market. Business growth and managing change.
<b>Theme 4 Global business</b>	Globalisation, global markets and business expansion, in-depth study of global industries and companies from BP to Burberry.

**Assessment:**

All three papers are sat in the summer of their second year of study.

Each exam paper contains a series of short and long answers, 4 to 20 marks – based on two short case studies (stimulus material).

Total number of written papers: 3	100% total score
Paper 1 – themes 1 + 3	35%
Paper 2 – themes 2 + 4	35%
Paper 3 - synoptic based on a pre – released case study	30%
Coursework: None	

**Practical assignments:**

There is a pre-released topic for Paper 3, which students are required to research, however this is tested under exam conditions.

**Additional costs:**

Students will be expected to purchase their own revision notebooks and text books so they can highlight these as appropriate.

**Website specification link:**

<https://qualifications.pearson.com/en/qualifications/edexcel-a-level/business-2015.html>

# CHEMISTRY

**Examination Board:** AQA

**Specification Numbers:** 7405

**Head of Department:** J. Cooper

**Teachers:** J. Cooper, J. Battersby, A. Anwar

## Why study Chemistry?

As a core Science, Chemistry is one of the most well respected subjects to study at any level, as it provides an insight into the world that we experience from the macroscopic to the nanoscale. Studying Chemistry at A Level will give you an essential understanding of the scientific method, the theory underpinning the nature of matter and will develop your problem-solving skills.

## Course Requirements:

Grades 7-9 in GCSE Chemistry. Combined Award Grade 8 minimum. Good mathematical and practical skills are beneficial.

## Course outline

Unit	Students will learn
<b>1. Development of Practical Skills in Chemistry</b>	New techniques such as reflux and crystallisation, and develop accurate use of analytical procedures.
<b>2. Foundations in Chemistry</b>	Enhanced knowledge of atoms, compounds and molecules, new reactions such as redox, and a detailed understanding of electronic structure and bonding.
<b>3. Equilibria and Thermodynamics</b>	Understanding of the driving forces that make chemical reactions happen.
<b>4. Core Organic Chemistry</b>	Foundation organic molecules, such as alkanes, alkenes and alcohols, and an introduction to reaction mechanisms and spectroscopy.
<b>5. Physical Chemistry and Transition Elements</b>	Quantitative analysis of reaction rates, pH and redox potentials.
<b>6. Organic Chemistry and Analysis</b>	Further organic molecules including esters, benzene and their accompanying reaction mechanisms and syntheses, use of NMR in analysis.

## Assessment:

Total number of written papers: 3

1. Inorganic Chemistry and relevant practical skills	105 marks;	35% total score
2. Physical & Organic Chemistry and relevant practical skills	105 marks;	35% total score
3. Any content and any practical skills	90 marks;	30% total score

Practical assignments are assessed using a bespoke lab book. Teachers gather evidence for the award of the practical endorsement throughout the course. The award is given on a pass/unclassified basis.

# CLASSICAL CIVILISATION

**Examination Board:** OCR

**Specification Code:** H408

**Head of Department:** G. Seaton

**Teachers:** G. Seaton, G. Mader, A. Lineker

## Why study Classical Civilisation?

Classical Civilisation offers a unique opportunity to develop your critical and literary-analytical skills; to situate famous texts in their historical and social contexts; to learn how great literary productions reflect, interrogate and respond to overarching social values and issues; to discover what the Greeks and Romans thought about man's place in society, his social obligations, and the gender-hierarchy; to explore the origins of modern social and political thought; to learn why these works continue to have a direct relevance to a 21st century audience. Classical Civilisation is a unique cross-disciplinary subject.

## Course Requirements:

While students in the group have generally completed Classical Civilisation at GCSE, this is not a requirement, and candidates are welcome to enter the course without any previous knowledge of the subject. If you have a flair for language, literature or history, you can join us in the Sixth Form, and do very well. All texts are studied in modern English translations: you are not required to know any Latin to do this course.

## Course outline

Unit	Brief Description
<b>The world of the Hero A408/11</b>	Close study of Homer's <i>Iliad</i> or <i>Odyssey</i> , and Virgil's <i>Aeneid</i> .
<b>Culture and the arts A408/21</b>	Greek theatre will be studied. This will include study of the background to Ancient Greek society and the theatre and the nature of tragedy and comedy. Students will also study <i>Bacchae</i> and <i>Oedipus the King</i> (for Tragedy) and Aristophanes' <i>Frogs</i> (for Comedy).
<b>Beliefs and ideas A408/32</b>	Students will study the Love and Relationships module. Students will study literature in translation and visual/material culture.

## Assessment:

Total number of written papers: 3

Practical assignments: Regular internal assignments throughout the course

## Additional costs:

None

# DRAMA AND THEATRE STUDIES

**Examination Board:** Edexcel

**Specification Number:** 9DRO

**Head of Department:** M. Glen

**Teachers:** S. Sugarman, M. Glen

## Why study Drama and Theatre Studies?

Drama is a dynamic and creative subject that aids the development of every individual who studies it. It is not only about training young actors, but also about developing core skills that will benefit students throughout their lives. As a Drama student you will explore both the language of theatre through a study of texts, and the ideas of its practitioners through the development of skills in performance through acting, directing and design. The course retains practical exploration at its centre, and every component requires dedicated practical work in order to be fully appreciated.

## Course Requirements:

An enthusiasm for acting, creative ideas and an interest in the theatre. Evidence of excellent Drama skills and a passion for performance will be considered for those who did not take GCSE Drama.

Students of A Level Drama are expected to play a part in the development of Drama throughout the school.

## Course outline

<b>Component One – Devising</b>	Students use an extract from a text and the work of a practitioner as a stimulus to create a devised performance, rehearsing and refining their performance/design realisations for an assessed performance.  They record and evaluate the exploration and rehearsal process of creating their devised performance, as well as the final performance.	40% of qualification, internally assessed Learners are assessed on: <ul style="list-style-type: none"><li>• Final performance</li><li>• Individual portfolio</li></ul>
<b>Component Two – Text In Performance</b>	Students create a group performance from a text, rehearsing and refining their performance/design realisations for an assessed performance.  They also create a monologue or duologue from another text, rehearsing and refining their performance/design realisations for an assessed performance.	20% of qualification, externally assessed. Learners are assessed on their performance in their monologue group performance as a performer or designer.
<b>Component Three – Theatre Makers in Practice</b>	Students are audience members for a live performance. They make and refine notes on the performance.  Students practically explore a chosen set text from List A, focusing on performance and design aspects.  Students practically explore a second set text (this one from List B) in the light of a practitioner. For this text, students create a director's concept for a re-imagined production of the play.	40% of qualification, externally assessed



# ECONOMICS

**Examination Board:** AQA

**Specification Numbers:** 7135 / 7136

**Head of Department:** S. Sharma

**Teachers:** S. Sharma, C. Unsworth

## **Why study Economics?**

- To develop an interest in, and enthusiasm for, Economics.
- To appreciate its contribution to the wider economic and social environment.
- To develop an understanding of a range of concepts and acquire an ability to use these concepts in a variety of different contexts.
- To develop an enquiring, critical and thoughtful approach to Economics.
- To develop skills, qualities and attitudes which will equip the student for the challenges, opportunities and responsibilities of adult and working life.
- Students develop the knowledge and skills needed to understand and analyse data, think critically about issues and make informed decisions. They will also build upon their quantitative skills and appreciate that, when evaluating arguments, both qualitative and quantitative evidence are important.

## **Course Requirements:**

Candidates are not expected to have studied Economics before commencing the course. Indeed, for the vast majority of students, Economics is a completely new subject to them.

Although no specific GCSEs are required it should be noted that Economics is a conceptual and relatively abstract course and requires a high degree of literacy and numeracy skills.

The course tends to be essay based with much of the work load completed outside of lessons. Students must, therefore, be comfortable with independent study and be self-motivated. As with any A Level course, candidates will not be chased for work and are expected to meet deadlines without fail.

## **Course outline:**

### ***Individuals, firms, markets and market failure***

1. Economic methodology and the economic problem
2. Individual economic decision making
3. Price determination in a competitive market
4. Production, costs and revenue
5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets

### ***The national and international economy***

9. The measurement of macroeconomic performance
10. How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
11. Economic performance
12. Financial markets and monetary policy
13. Fiscal policy and supply-side policies
14. The international economy

**Assessment:**

Three 2 hour examinations at the end of the Upper Sixth year. Paper 1 Micro Economics “Markets and Market Failure” assesses 1 – 8 above through essay questions, Paper 2 Macro Economics “The National and International Economy” assesses 9 – 14 above through essay questions, Paper 3 “Economic principles and issues” assesses all content 1 – 14 above through multiple choice and case study based essay questions. There is no coursework.

# ENGLISH LANGUAGE

**Examination Board:** Pearson Edexcel

**Specification Number:** 9ENO

**Head of Department/Teacher in charge:** L. Thomas / M. McDowall

## Why study English Language?

The A Level English Language course takes students into the heart of human communication, asking big questions such as: What is language? Where does it come from? What can it tell us about society, identity, power or gender? Instead of literary texts, it focuses on everyday language: it's about how we speak, how language changes over time and according to age, social class and where you live. It's about English in the real world, English as a living and changing language.

English Language A Level is also about creating texts with 20% of the A Level Creative Writing delivered as coursework inspired by an analysis of different popular genres. There is also scope for more specialised research into areas such as the language of the media or politics.

The course is therefore great for anyone who is interested in human culture, psychology, society, journalism, street language, child development, or politics. So if you like English, but reading not so much; if you love language, but not tricky, fancy words; and if you love listening to how people speak (accent, dialect, slang, variation, street language, your language) then this should prove a fascinating subject. If you like creative writing and want to develop your skills then this could also be the course for you.

It is also a good fit with subjects such as: Psychology, History, Politics, Modern Foreign Languages, Religious Studies, Philosophy, and English Literature; degrees such as Linguistics, Politics, Philosophy, Journalism, Law, Media Studies, Communication Studies, Creative Writing; and, ultimately, jobs such as: journalism, advertising, marketing, speech writing, corporate communications, law, teaching, research, speech therapy, child psychology.

## Course Requirements:

Grade 7 in English Literature or Language at GCSE.

## Course outline

Unit	Brief Description
<b>Component 1: Language Variation</b>	You will study how language changes according to social class or geography, how it shapes personal identity and how it has changed from the 16th to the 21st centuries.
<b>Component 2: Child Language</b>	You will study how we learn language as children and how language shapes the way we see and interact with the world.
<b>Component 3: Investigating Language</b>	You will conduct your own research into a topic such as: varieties of global English; language and gender; language in journalism; language and power (in politics and relationships); regional variation within England.
<b>Component 4: Crafting Language</b>	You will demonstrate your skills as a writer in different genres and for different audiences in a non-examination assessment (20% of the course).

**Assessment:**

- |                        |                             |                          |
|------------------------|-----------------------------|--------------------------|
| 1. Language Variation: | 35% of total qualification. | Exam: 2 hours 15minutes  |
| 2. Child Language:     | 20%                         | Exam: 1 hour             |
| 3. Investigation       | 25%                         | Exam: 1 hour 45 minutes  |
| 4. Crafting Language   | 20%                         | 2 coursework assignments |

**Additional costs:**

A Level students are required to purchase some of their texts. Students will annotate these texts in detail as they prepare for their examinations. In order to ensure that all students have the same edition of the texts, the school orders the books and the cost of these is added to the student's invoice. Over the summer, students will be required to read around the set texts and will have a list of books to purchase themselves in the holidays.

# ENGLISH LITERATURE

**Examination Board:** Pearson Edexcel

**Specification Number:** 9RTO

**Head of Department/Teacher in charge:** L. Thomas

## Why study English?

The English Literature course is the best possible course for developing your knowledge and enjoyment of a wide range of literary texts. You will learn how to read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them. We study a wide variety of different authors, styles and genres, looking in much more detail at more challenging texts than at GCSE. Your writing skills, especially analytical and comparative, will increase enormously and this will help you with all other essay-based subjects.

The English Department runs enrichment opportunities and where possible we arrange trips to see productions of the texts studied. Occasionally, theatre companies, cultural artists and authors are invited to give workshops at the school and A Level students sometimes attend external lectures on set texts, poetry readings, book launches and cultural tours.

English is highly valued by graduate employers; an English degree allows students entry into a wide range of different careers. Popular career choices amongst English graduates include: Law, Marketing, Advertising, Publishing, Journalism, Education, PR, Business and Finance, Arts and Design, Hospitality and Events Management.

## Course Requirements:

Grade 7 in English Literature at GCSE.

## Course outline

Unit	Brief Description
<b>Component 1: Drama</b>	You will study one Shakespeare play and one other play from either tragedy or comedy, and a selection of critical essays relating to your Shakespeare play.
<b>Component 2: Prose</b>	You will study two prose texts linked by a theme (one of them must be pre-1900). You will learn to compare them and their contexts.
<b>Component 3: Poetry</b>	You will study a range of modern poetry to prepare for the unseen exam, and a range of poetry from a selected poet or period.
<b>Coursework</b>	You will study two texts and then write a comparative essay on both.

## Assessment:

Drama: 30%	Exam: 2 hours 15 minutes
Prose: 20%	Exam: 1 hour
Poetry: 30%	Exam: 2 hours 15 minutes
Coursework: 20%	

## Additional costs:

A Level students are required to purchase some of their texts. Students will annotate these texts in detail as they prepare for their examinations. In order to ensure that all students have the same edition of the texts, the school orders the books and the cost of these is added to the student's invoice. Over the summer, students will be required to read around the set texts and will have a list of books to purchase themselves in the holidays.

# FURTHER MATHEMATICS

**Examination Board:** Pearson Edexcel

**Specification Number:** 9FM0

**Head of Department:** A. Lee

**Teachers:** A. Lee, P. Willder, G. Rautela, M. Perera

## **Why study Further Mathematics?**

Further Mathematics is a challenging qualification, which both extends and deepens knowledge and understanding beyond the standard A Level Mathematics. In addition it will consolidate and reinforce the standard A Level Mathematics work, helping students to achieve their best possible grades, as well as learning mathematics that is very useful for any mathematically rich degree. Some prestigious university courses require students to have a Further Mathematics qualification and others may adjust their grade requirements more favourably for students with Further Mathematics.

## **Course Requirements:**

The full Advanced GCE Further Mathematics specification requires a student to complete 4 units of Mathematics. It should be appreciated that there is some flexibility in the choice of units to be studied. Each unit is examined by one written paper of duration one hour and thirty minutes.

**Students studying this course must also be studying the standard Mathematics A Level.**

## **Course outline**

**Students who do Further Mathematics A-Level have to do 4 modules- 2 compulsory and 2 optional**

The two compulsory modules are Core Pure 1 and Core Pure 2.

**The two optional units can be done in the following combinations:**

**Any two from** – Further Pure Mathematics 1, Further Mechanics-1, Further Statistics-1 or Decision Mathematics-1

Or

Further Mechanics-1 and Further Mechanics-2

Or

Further Statistics-1 and Further Statistics-2

Or

Decision Mathematics-1 and Decision Mathematics-2

The decision as to which optional module will be offered is decided at the end of the year 1 course depending on the learner's choices of university courses

Unit	Brief Description
<b>Core Pure 1</b>	Proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors.
<b>Core Pure 2</b>	Complex numbers, further algebra and functions, further calculus, polar coordinates, hyperbolic functions, differential equations.
<b>Further Pure Mathematics 1</b>	Further trigonometry, Further calculus, Further differential equations.  Coordinate systems, Further vectors, Further numerical methods, Inequalities.
<b>Further Pure Mathematics 2</b>	Groups, Further calculus, Further matrix algebra, Further complex number, Number theory, Further sequences and series.
<b>Further Mechanics 1</b>	Momentum and impulse, collisions, centres of mass, work and energy, elastic strings and springs.
<b>Further Mechanics 2</b>	Motion in a circle, Centres of mass of plane figures, Further centres of mass.  Further dynamics, Further kinematics.
<b>Further Statistics 1</b>	Discrete random variables, Poisson distribution, geometric and negative binomial distributions, hypothesis testing, central limit theorem, chi-squared tests, probability generating functions, quality of tests.
<b>Further Statistics 2</b>	Linear Regression, Continuous probability distributions, Correlation, Combinations of random variables, Estimation, Confidence intervals and tests using a normal distribution, Other Hypothesis Tests and confidence intervals.  Confidence intervals and tests using the t – distribution.
<b>Decision Mathematics 1</b>	Algorithms and graph theory, Algorithms on graphs, Algorithms on graphs II (Route Inspection and Travelling Salesperson problem), Critical path analysis, Linear programming.
<b>Decision Mathematics 2</b>	Transportation problems, Allocation (assignment) problems, Flows in networks, Dynamic programming, Game theory, Recurrence relations, Decision analysis.

**Assessment:**

Total number of written papers: 4

**Additional Costs:**

Students buy their own copies of books through the school.

# GEOGRAPHY

**Examination Board:** OCR

**Specification Number:** H481

**Head of Department:** K. Shaw

**Teachers:** K. Shaw, J. Bryson

## **Why study Geography?**

The course encourages students to develop a range of essential skills through content which is relevant to any citizen of the planet in the 21st century. Through exciting topics students will understand the nature of physical and human geography, whilst unpicking the debates surrounding contemporary challenges facing the world today. A range of themes, places and environments at different scales and in different contexts including the UK and countries in various states of development will be studied.

## **Course Requirements:**

Students do not need to have completed GCSE Geography. However, students do need good literacy and numeracy skills, and will need to write extended prose. Students will also be taught a variety of statistical techniques to analyse data collected on fieldtrips, so they should have a scientific calculator.

As part of the course students need to carry out a minimum of 4 days fieldwork.

There will be additional costs associated with these trips.



## Course outline

Unit	Brief Description
<b>Physical Systems (Unit 01)</b>	<p>The inter-relationships between the land, oceans and atmosphere help students to understand the processes, characteristics and impacts on the Earth's landscapes. Students will explore the cycles which shape these landscapes over time and create a number of issues when attempting to manage them.</p> <ol style="list-style-type: none"> <li>1. Landscape Systems- Coastal Landscapes</li> <li>2. Earth's Life Support Systems- Water and Carbon Cycles</li> <li>3. Geographical Skills</li> </ol> <p>Assessment: 1 hour 30 mins written examination 66 marks/ 22% of A Level</p>
<b>Human Interactions (Unit 02)</b>	<p>This topic investigates the actions, interactions and spatial patterns of people and places. Students will build a picture of how the world around them is shaped by humans, starting from the local and moving out to regional, national and international scales.</p> <ol style="list-style-type: none"> <li>1. Changing Spaces; Making Places</li> <li>2. Global Connections- Global Migration and Power and Borders</li> <li>3. Geographical Skills</li> </ol> <p>Assessment: 1 hour 30 mins written examination 66 marks/ 22% of A Level</p>
<b>Geographical Debates (Unit 03)</b>	<p>Geographical debates takes some of the most dynamic issues the planet faces and encourages students to engage with, reflect on and think critically about them. Students will gain a deep understanding of the topics, exploring the interactions between people and the environment.</p> <p>Two from:</p> <ol style="list-style-type: none"> <li>1. Disease Dilemmas</li> <li>2. Hazardous Earth</li> <li>3. Exploring Oceans</li> <li>4. Climate Change</li> <li>5. Future of Food</li> </ol> <p>Assessment: 2 hours 30 mins written examination 108 marks/ 36% of A Level</p>
<b>Independent Investigation (Unit 04)</b>	<p>Investigative geography gives students the opportunity to undertake an independent investigation on a topic which is of particular interest to them, which can be related to any area of the specification. They will have the opportunity to develop a wide range of skills.</p> <p>Assessment: Individual written report 60 marks/ 20% of A Level</p>

# GRAPHIC DESIGN

**Examination Board:** OCR

**Specification Number:** H602

**Head of Department:** J. Murray

**Teacher:** L. Burdge, J. Murray

## Why study Graphic Design

Graphic design at A Level allows the candidate the experience of tackling a design brief in a context as close as possible to industry practice. We tackle diverse areas from illustration, packaging design, identities for print and web and animation, all with the aim of exploring the fundamentals of good design practice and the possibility of preparing the candidate for a potential career in design.

## Course Requirements:

Ideal candidates should have a strong creative disposition, the ability to sketch and manipulate design based software and the discipline required to explore and adhere to a brief.

## Course outline

Unit	Brief Description
Component 1	<b>Portfolio of work: Personal Projects</b> For this unit candidates need to produce a portfolio of work that derives from an initial design brief determined by the School or in cases of special interest by the student from any of the disciplines in the 2D design fields.
Component 2	<b>Externally Set Title</b> The examination board will select and send to the School a number of topics for research and development from the 1st of February as in Unit 1. From this paper candidates are expected to choose one starting point from which they will generate appropriate work for submission.

## Assessment:

### A01 – 25%

*Develop* ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

### A02 – 25%

*Explore* and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as work develops.

### A03 - 25%

*Record ideas*, observations and insights relevant to intentions, reflecting critically on work and progress.

### A04 – 25%

*Present* a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

**Coursework:** 60% total score

**Practical assignments:** 40% total score

## Additional costs:

Candidates will be charged an additional £85 per term to cover the costs relating to materials and equipment.

# HISTORY

**Examination Board:** AQA

**Specification Numbers:** 7041/7042

**Head of Department/Teacher in charge:** A. Nowell

**Teachers:** R. Benjamin, S. Cheshire, A. Nowell, A. Woodward

## **Why study History?**

An understanding of History is essential in making sense of the world we live in today. Pick up any newspaper and it will contain stories that cannot be fully understood without knowledge of the past. History at A Level teaches you skills like debating, information analysis, structured writing, data analysis and research. Your vocabulary will also improve. All these skills are useful in the job market. They also make you better armed to deal with modern life! History overlaps with a number of other subjects like Philosophy, Politics, Economics, Sociology, Psychology and Anthropology. If you like the sound of them, you will like History. It complements a number of other A Level subjects like Politics, Literature and Geography, so you might find doing History helps you succeed in them, and vice versa, even if you only choose to study it for the first year. Any interest in the arts or media must lead you to be interested in History. Art, whether it is visual, musical or performance based, is a reflection of the world we live in, and to understand that you need to know your history.

## **Course Requirements:**

It is essential that you studied History at GCSE so that you have the skills and knowledge to cope at A Level. You will need to have achieved a Grade 7 or above at this level. At A Level you will need to read and research extensively. You need to read the text and articles we set in addition to background reading. Literacy skills such as essay writing and source analysis are also important at A Level. You must be able to write detailed, structured answers, but we will help teach these skills.

**Course outline** - Students will follow one of the two examined combinations below, and all will submit a personal study. Note that both combinations contain a compulsory British unit:

### **Tsarist and Communist Russia, 1855-1964**

An overview of the last Tsars of Russia, the reasons for the revolutions of 1917 and the implementation of communism under Lenin and Stalin.

and

### **The Making of Modern Britain, 1951-2007**

A study in depth of the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century.

or

### **The British Empire, 1857-1967**

An overview of the growth, development and decline of the British Empire.

and

### **The Transformation of China, 1936-1997**

A study in depth of reasons for and the maintenance of Communist rule in China and focuses on the way in which the country was transformed into a modern state.

## **A personal study (coursework essay)**

All students will choose their own topic and title, and research and write an essay of approximately 4,000 words.

## **Assessment:**

Written Exams: Two written papers, total score: 80%

Coursework: One 4,000-word essay, total score: 20%

## **Additional costs:**

Students are required to purchase two textbooks.

# HISTORY OF ART

**Examination Board:** Pearson Edexcel

**Specification Numbers:** 6HTO

**Head of Department:** H. Kroes

**Teacher:** H. Kroes

## Why study History of Art?

This subject gives students an opportunity to develop their knowledge of European and Global art and architecture from the Classical period through to the contemporary. Art history provides a valuable insight into culture, politics, and religion from all over the world. As such, the subject is an excellent choice for students with wide interests because of its interdisciplinarity. Lessons are based around the discussion and debates around digitally projected images, and frequent trips to museums in London and abroad are planned each year to further enrich the students' understanding of art in context. History of Art is a popular course at Harrodian and students frequently go on to study the subject at university.

The discipline inherent in the study of this subject equips candidates with analytical skills and the ability to research and structure knowledge in written form. It provides a basis for understanding cultural history and art's ability to reflect upon (as well as engage with) the society of its origin. Hence History of Art students embark on a variety of career paths including curatorial and gallery work, art journalism, academic research, art conservation, architecture, art teaching or lecturing, heritage advocacy, art appraisal, and even intellectual property law.

## Course Requirements:

No prior learning is necessary for candidates to undertake this course, and artistic ability is not a requirement. The specification assumes no previous knowledge of History of Art, and is suitable for a diverse range of candidates. The course and the subject are assessed based solely upon students' performance on essay examinations, and thus writing is an essential skill for aspiring art historians. Students will also need to read and research extensively. Critical texts and articles must be studied in addition to background reading. Students will receive significant assistance and instruction in essay writing techniques.

Note-taking equipment is required and students must also make frequent use of the school library.

## Course outline

Paper	Brief Description
<b>Paper 1</b>  <b>Assessment: 3 hours written paper</b>  <b>110 marks/ 50% of A Level</b>	<b>Visual Analysis and Themes</b>  <b>Section A: Visual Analysis</b> There are three compulsory questions, marked out of 12. In each case, students comment on a given image <ul style="list-style-type: none"><li>• <b>Question 1:</b> a painting</li><li>• <b>Question 2:</b> a sculpture</li><li>• <b>Question 3:</b> a building</li></ul> <p>Students are not expected to know the works, and marks will be awarded only for the analysis and interpretation of aspects of the given images. Marks will not be given for prior knowledge of any work.</p> <b>Section B: Themes</b> Students answer <b>two</b> questions from the following themes: <ul style="list-style-type: none"><li>• <b>Question 4:</b> Nature in art and architecture</li><li>• <b>Question 5:</b> Identities in art and architecture</li></ul> <p>Each question carries 37 marks and is in two parts:</p>

	<p>(a) is marked out of 12. It requires students to comment on at least two art works and/or buildings that they have studied in the context of the Theme coverage.</p> <p>(b) is marked out of 25. It requires judgement on a provided statement, and requires students to support their argument with reference to named works and critical text(s).</p>
<p><b>Paper 2</b></p> <p><b>Assessment: 3 hours written paper</b></p> <p><b>110 marks/ 50% of A Level</b></p>	<p><b>Periods</b> Students answer <b>two</b> questions from the following periods:</p> <ul style="list-style-type: none"> <li>· <b>Question 3:</b> Rebellion and revival: the British and French Avant-Garde (1848-99)</li> <li>· <b>Question 4:</b> Brave new world: Modernism in Europe (1900-39)</li> </ul> <p>Each question carries 55 marks and is in four parts:</p> <p>(a) and (b) are each marked out of 5. They require students to explain one aspect of an individual work of art or architecture</p> <p>(c) is marked out of 15. It requires students to explore and evaluate at least two works of art and/or architecture</p> <p>(d) is marked out of 30. It requires a judgement on a provided statement and requires students to support their argument with reference to named works of art and/or architecture and critical text(s).</p>

**Assessment:**

Total number of written papers: 2

Total score: 100%

Coursework: none

Practical assignments: none

**Additional costs:**

None

# LATIN

**Examination Board:** OCR

**Specification Number:** H443

**Head of Department/Teacher in charge:** G. Seaton

**Teachers:** G. Seaton, G. Mader

## **Why study Latin?**

Develop a more sophisticated understanding of Latin vocabulary, language and idiom; a greater facility for translating unprepared prose and verse texts; in-depth study of original Latin texts, paying close attention to literary techniques and critical analysis.

## **Course Requirements:**

Grade 9 for GCSE Latin

## **Course outline**

Unit	Brief Description
<b>H443/01: Unseen translation</b>	Candidates will hone language skills (reading and writing) by systematic study of the usages of classical Latin authors. They will translate unseen prose and verse passages into English. Detailed study of Latin grammar and syntax.
<b>H443/02: Prose composition</b>	Candidates will further hone in on their language skills and tackle larger passages of English into Latin. Alternatively continue to study unseen prose passages showing an understanding through comprehension, translation and questions on accident and syntax. Detailed study of Latin grammar and syntax (for prose composition).
<b>H443/03: Prose literature</b>	Detailed study of selections from Cicero or Tacitus or Pliny
<b>H443/04: Verse literature</b>	Detailed study of selections from 2 of Virgil's Aeneid, Ovid or Juvenal

## **Assessment:**

Total number of written papers: 4 papers

# MATHEMATICS

**Examination Board:** Pearson Edexcel

**Specification Number:** 9MA0

**Head of Department:** A. Lee

**Teachers:** M. Curtis, A. Lee, P. Willder, G. Rautela, E. White

## Why study Mathematics?

There are uses of mathematics in all the pure sciences, such as Biology, Chemistry, and Physics; the social sciences, such as Economics, Psychology, and Sociology; engineering fields, such as Civil, Mechanical, and Industrial engineering; and technological fields such as computers, rockets, and communications. There are even uses in the arts, such as Sculpture, Drawing, and Music. Mathematics will therefore facilitate an almost unlimited number of opportunities for you and open doors that few other subjects can.

## Course Requirements:

The Pearson Edexcel Advanced GCE in Mathematics will be assessed by three externally examined papers, each of duration 2 hours.

Students studying this course are expected to have achieved a Grade 8 or 9 in GCSE Mathematics.

## Course outline

Unit	Brief Description
<b>Pure Mathematics 1</b>	Proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, vectors
<b>Pure Mathematics 2</b>	Further proof, further algebra and functions, further coordinate geometry in the (x,y) plane, further sequences and series, further trigonometry, further differentiation, further integration, numerical methods
<b>Statistics and Mechanics</b>	Statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing. Quantities and units in mechanics, kinematics, forces and Newton's laws, moments

## Assessment:

Total number of written papers: 3

Coursework: None

Practical assignments: None

## Additional costs:

Students buy their own copies of books through the school

# MEDIA STUDIES

**Examination Board:** OCR

**Specification Numbers:** H140/H540

**Head of Department/Teacher in charge:** S. Cullis

**Teachers:** S. Cullis, T. Grey-Parkinson

## Why study Media Studies?

“In the modern world, media literacy will become as important a skill as Maths or Science.”

Tessa Jowell, former Secretary of State for Culture, Media and Sport.

Not only is Media Studies interesting and relevant, it gives you valuable skills to help understand the world around you. Media Studies provides an opportunity to study the most influential and ubiquitous product of the 21st century. Media is everywhere and everyone has a view about how it should operate, what it should or should not do, who owns it and where we consume it. Many, from audiences through to governments, owners through to distributors, seek to have influence over it, to influence or control what we see, hear or read and how.

Media Studies provides an exciting range of modules that ask critical questions about the media industry and offers the opportunity to develop a wide range of essential, transferable abilities.

## Course requirements:

Students do not need to have completed GCSE Media Studies but are required to have a minimum of Grade 7 at GCSE English. Ideal candidates must have good technical skills as well as a broad understanding of current affairs and ‘the media’.

## Course Outline:

Unit	Brief Description
<b>Media messages (01)</b> 70 marks 2 hours written paper	<b>Section A: News</b> This section consists of two linked in-depth studies that focus on contemporary news in the UK, requiring learners to explore how and why newspapers and their online counterparts are evolving as media products and the relationship between both online and offline news. Learners must select from a list set by OCR.  <b>Section B: Media Language and Representation</b> Learners will explore media language and representation, through media products set by OCR in the following media forms: magazines, advertising and marketing, and music videos.
<b>Evolving media (02)</b> 70 marks 2 hours written paper	<b>Section A: Media Industries and Audiences</b> Learners will explore media industries and audiences, through media products set by OCR for: radio, video games and film. (Film to be studied in relation to media industry only).  <b>Section B: Long Form Television Drama</b> Learners will engage in one in-depth study of television as an evolving, global media form. Learners must study one complete episode of a contemporary English language long form TV drama and one complete episode of a non-English language long form TV drama to inform their study.
<b>Making media (03/04)</b> 60 marks (NEA)	Learners will create a cross-media product in response to an OCR set brief.

## Assessment:

Total number of written papers:	2	70% total score
Coursework: (NEA)	1	30% total score

## Advisable Equipment

SLR Camera with filming capabilities, tripod, 34 gig memory card, Adobe Creative Cloud



# MODERN FOREIGN LANGUAGES

**Examination Board:** Pearson Edexcel

**Specification Numbers:** French 9FR0 Spanish 9SP0 Italian 9IN0

**Head of Department/Teacher in charge:** S. Montet

**Head of A Level French:** B. Albert

**Head of Spanish:** T. Alsedo (maternity leave) / R. Cagigas Cagiga

**Head of Italian:** G. Collard

**Teachers:** B. Albert, C. Eade, J. Charpentier, G. Collard, M. Magoga, T Alsedo, C. Obispo Navarro, R. Cagigas Cagiga, R. Rubio Montes.

All our Lower Sixth and Upper Sixth teachers are qualified and experienced teachers and the delivery of the A Level language courses is usually shared between two teachers. We also have language assistants to help students develop their speaking skill in preparation for the speaking examinations.

## Why study a modern foreign language?

A competence in languages is a very desirable skill. A good knowledge of another language would undoubtedly enhance your employment prospects. Throughout the course you will also learn transferable skills such as analytical skills, researching skills, essay-writing, translating techniques and presentation skills.

You will enjoy the course if:

- you are interested in other cultures
- you like looking at the world from different points of view
- you like to communicate with people and you like to share experiences and opinions
- you like reading, analysing, learning and writing
- you are considering a career using languages

## Course Requirements:

- You should have a sound knowledge of grammar and a varied lexis.
- It is important to have good organisational skills and a positive approach towards self-study and research work.
- You must have an interest in contemporary issues and curiosity towards the countries where the language is spoken.
- You must enjoy reading, analysing and writing.
- You must have gained a Grade 9 or 8 in the subject at GCSE.

## Course outline

The A Level course is based on developing the skills of speaking, reading, listening and writing. The structure of the course is similar for the three languages.

You will study topics related to the following general themes:

French	Spanish	Italian
<ul style="list-style-type: none"><li>• Social issues and trends</li><li>• Culture and media in francophone countries</li><li>• Immigration and multicultural society</li><li>• Occupied France and the resistance</li></ul>	<ul style="list-style-type: none"><li>• Social issues and trends</li><li>• Political and artistic culture through music, festivals, traditions and media</li><li>• Immigration and multicultural society</li><li>• The Franco years, the Spanish civil war, the dictatorship and the transition to democracy</li></ul>	<ul style="list-style-type: none"><li>• Social issues and trends</li><li>• Political and artistic culture in Italian speaking countries</li><li>• Immigration and multicultural society, north-south divide</li><li>• From Fascism to Italy today</li></ul>

Students will also study two works in the target language: either two literary texts (novels, plays and short stories) or one literary text and one film.

**Assessment:**

Paper	Brief Description
<b>Paper 1</b> <b>Listening, reading and translation</b> <b>2 hours</b> <b>40% of the qualification</b>	<p><i>Written examination</i></p> <p>This paper draws on vocabulary and structures across themes based on the society and culture of the language being studied.</p> <p>The examination is made up of:</p> <p><b>Section A: Listening</b>  A listening assessment based on a recording. Students will respond to comprehension questions based on a variety of contexts and sources.</p> <p><b>Section B: Reading</b>  A reading assessment based on a variety of text types and genres where students will have to respond to comprehension questions.</p> <p><b>Section C: Translation into English</b>  An unseen passage to be translated from the target language to English.</p>
<b>Paper 2</b> <b>Written response to works and translation</b> <b>2 hours and 40 minutes</b> <b>30% of the qualification</b>	<p><i>Written examination</i></p> <p>This paper includes a translation exercise and two essays on either two literary texts, or one literary text and one film.</p> <p><b>Section A: Translation</b>  Students translate an unseen passage from English into the target language.</p> <p><b>Section B and / or C: Written response to works (2 literary texts or 1 literary text and 1 film)</b>  Students must write two extended answers on either two literary texts studied in class or one literary text and one film studied in class. Students select one question from a choice of two for each of their chosen literary text(s) and films.</p>
<b>Paper 3: Speaking</b> <b>Internally conducted and externally assessed</b> <b>Total assessment time: between 21 and 23 minutes, (including 5 minutes preparation time)</b> <b>30% of the qualification</b>	<p>Students must use a range of language accurately, communicate and interact effectively, summarise and analyse findings from written sources relating to their research subject, and show knowledge and understanding about the culture and society where the language is spoken.</p> <p><b>Assessment overview</b>  Students complete two tasks.</p> <p><b>Task 1 (discussion on a Theme)</b>  Students discuss one of the four themes based on a stimulus containing two different statements.</p> <p><b>Task 2</b>  Task 2 is based on independent research selected and carried out by the student. The research may be based on one of the themes or on the student's own subject of interest related to the society and culture of the language studied.</p> <p><b>Task 2, Part 1 (independent research presentation)</b>  Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.</p> <p><b>Task 2, Part 2 (discussion on independent research)</b>  Students answer questions on their presentation and then have a wider discussion on their research.</p>

**Additional costs:**

Students will have to buy their own copy of books studied as part of the course.

# MUSIC

**Examination Board:** Eduqas

**Specification Numbers:** 601/8146/1

**Head of Department:** K. Le Doujet

**Teachers:** K. Le Doujet, K. Sampson, C. Baum

## Why study 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.

## Course Requirements:

A minimum Grade 7 in GCSE Music, good keyboard or guitar skills and Grade 5 standard (or equivalent) on another instrument/voice. It is also recommended that Grade 5 Theory is achieved before embarking upon the A Level course, though this can be taken during the Lower Sixth. You will also be required to join the Senior Choir and commit to regular rehearsals and concerts.

## Course outline

Unit	Brief Description
<b>Component 1: Performing</b>	A performance recital in front of a visiting examiner in March/April of the Upper Sixth. The performance must consist of a minimum of three pieces of at least Grade 6 standard or above and 10-12 minutes in duration.
<b>Component 2: Composition</b>	Two compositions to be submitted at the end of the Upper Sixth year. One must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by the board. The second composition is a free composition.
<b>Component 3: Appraising</b>	Assessment is in the form of a 135 minute written examination based on the three areas of study: 1. The Western Classical Tradition 2. Musical Theatre 3. Into the Twentieth Century The questions will be based on set work analysis, contextual information, comparison questions and unprepared extracts.

## Assessment:

Total of papers:	1	% total score: 40
Coursework:	2	% total score: 60

## Additional costs:

Students taking A Level Music need to have an hourly instrumental/vocal lesson with an individual teacher each week in order to meet the standard of the performance aspect of the course.

# PHILOSOPHY

**Examination Board:** AQA

**Specification Numbers:** 7172

**Head of Department:** S. Wardell

**Teachers:** S. Wardell, C. Lomax

## Why study Philosophy?

The philosopher Wilfred Sellars wrote that the “aim of philosophy is to understand how things in the broadest possible sense of the term hang together in the broadest possible sense of the term.” Philosophy is not just another subject; rather it is a set of tools that will hone your critical faculties and allow you to think about how all your knowledge from all your subjects fits together.

Philosophy is all about asking the most fundamental of questions. The four questions you will look at on the AQA course are: **What is knowledge? Is there a God? What is a human being? How can we tell right from wrong?**

Obviously Philosophy is an excellent route into studying Philosophy or any course with Philosophy content such as P.P.E., Physics and Philosophy, English and Philosophy, Maths and Philosophy etc. Because of its unique place as a subject that has relevance both to the humanities and the sciences Philosophy will make a strong addition to most university course applications from Liberal Arts to Engineering. It is a particularly good subject for students who are looking at a Maths / Science degree but want a bit more breadth at A Level.

## Course Requirements:

It is strongly recommended that students have attained a Grade 7 or above in both English and Mathematics at GCSE; this reflects the high level of analytic and linguistic reasoning required by Philosophy.

## Course outline

Unit	Brief Description
<b>Component 1: Epistemology</b>	<p>This topic is all about the study of knowledge. At its heart lies the question ‘what is knowledge?’ and in particular how knowledge differs from mere belief. Students will be introduced to the classical view (known as the ‘tripartite view’) and consider its limitations. Students will then look at a broad range of modern views from realism to skepticism.</p> <p>Key thinkers: <i>Berkeley, Descartes, Gettier, Hume, Leibniz, Locke, Plato, Russell, Cockburn, Zagzebski.</i></p>
<b>Component 2: Moral Philosophy</b>	<p>This topic tackles three different approaches to ethics. First students will consider various ethical systems (normative ethics). Secondly students will consider particular issues around stealing, simulated killing in computer games/film etc., eating animals and lying (applied ethics). Finally students will examine the philosophy of ethical language: how, if at all, ethical statements have meaning (meta-ethics).</p> <p>Key thinkers: <i>Annas, Aristotle, Ayer, Bentham, Diamond, Foot, Hare, Hume, Kant, Mackie, Mill, Moore, Smart, Williams.</i></p>

<b>Component 3: Metaphysics of God</b>	<p>This topic explores the idea of God and its place in human thought. Students will consider the ‘characteristics’ of God and a number of apparent paradoxes these give rise to. The three classical proofs of God (ontological, teleological, cosmological) and the issue of suffering (theodicy) will also be examined. A final component of this topic looks at the philosophy of language and raises the question of whether God can be meaningfully talked of at all.</p> <p>Key thinkers: <i>Anselm, Aquinas, Ayer, Descartes, Flew, Hare, Hick, Hume, Leibniz, Malcolm, Midgley, Mitchell, Paley, Plantinga, Plato, Stump, Swinburne.</i></p>
<b>Component 4: Metaphysics of Mind</b>	<p>The final topic will examine philosophy of mind. Students will be asked to consider what it is that we mean by the word ‘mind’. The question of the relationship between the mind and the brain will be examined. Students will have the opportunity to learn about all the major theories of mind from early 17th century views to the most cutting-edge, neurologically informed, ideas about the nature of consciousness and the self.</p> <p>Key thinkers: <i>Avramindes, Block, Chalmers, Churchland, Descartes, Hempel, Jackson, Putnam, Ryle, Shapiro, Smart.</i></p>

**Assessment:**

Written Papers:                2                % total score: 100 (each paper = 50%)

Questions ask for short essay responses.

# PHOTOGRAPHY

**Examination Board:** OCR

**Specification Number:** H603

**Head of Department:** M. Zanotti

**Teachers:** M. Zanotti

## Why study Photography?

Photography at A Level comes under the Art and Design umbrella and as such is very much treated as an art form. The lens and imaging equipment are used to generate work with aesthetic content and meaning just as are pencil and paint. The course trains the student in the technical skills required both digitally and chemically and acts as an introduction to the potential career opportunities the medium provides.

## Course Requirements:

Ideal candidates will have the technical and aesthetic ability to tackle an Art A Level from a photographic perspective and ideally have a GCSE in Art.

## Course outline

Unit	Brief Description
Component 1	<b>Portfolio of work: Personal Investigation and related study</b> This unit provides the candidates with the opportunity to produce two elements: (i) a portfolio of practical photographic work demonstrating their creative and technical intention with a personal response to a theme formulated by the student in collaboration with their teacher.(ii)A related study : an extended response of a guided minimum of 1000 words. All work should demonstrate a high skill level of handling of equipment both digitally and film/darkroom based as well as the ability to locate ideas within historical and contemporary photographic practice.
Component 2	<b>Externally Set Topic</b> The examination board will select and send to the School a number of topics for research and development from the 1st of February as in Unit 1. From this paper candidates are expected to choose one starting point from which they will generate appropriate work for submission.

## Assessment:

### A01 – 25%

*Develop* ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

### A02 – 25%

*Explore* and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as work develops.

### A03 - 25%

*Record ideas*, observations and insights relevant to intentions, reflecting critically on work and progress.

### A04 – 25%

*Present* a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Coursework: 60% total score

Practical assignments: 40% total score

## Advisable Equipment:

DSLR Camera with filming capabilities, tripod, 30+gig memory card.

## Additional costs:

Candidates will be charged an additional £140 per term to cover the costs relating to materials and equipment.

# PHYSICAL EDUCATION

**Examination Board:** AQA

**Specification Number:** 7582

**Head of Department/Teacher in charge:** B. Proudfoot, A. Lydon

**Teachers:** C. Foster, A. Lydon, B. Proudfoot, T. Seaton, E. Gregorie

## Why study Physical Education?

### Careers

Teacher                      Personal Trainer  
Physiotherapy      Performance analyst for professional sports teams  
Nutritionist

### Sports Science

Sports Science courses focus on the study of sport and exercise, on what can be done physically and psychologically to improve overall fitness and sporting performance. Generally comprised of physiology, psychology, sociology and practical skills. As well as these skills the course also covers some scientific and medical topics such as human biology, anatomy, nutrition, diagnosis and treatment of injury. Students will gain the knowledge of how to prepare the body for sporting success through each of these disciplines.

### Sports Management

More concerned with the marketing side of sport and more representative of a management degree, specifically tailored to the sport and leisure world. Incorporates operations marketing, financial and human resource management. The leisure industry is multi-million pound and fast expanding so those qualified to run it are in demand.

### Physical Education

Naturally this course concentrates on the role as a physical educator, allowing the candidate to obtain a broad range of experience in school. The course also incorporates the extensive study of sports science as well as the opportunity to gain several national governing body coaching awards. Graduates from this course are in demand and have no difficulty in obtaining work as teachers.

### Course Requirements

Minimum Grade 6 GCSE PE and Grade 6 in Mathematics and one Science.

### Course outline

#### **Paper 1: Factors affecting participation in physical activity and sport**

*(2hr Exam, 105 marks and 35% of A Level)*

##### Section A: Applied anatomy and physiology

- Cardiorespiratory system
- Cardiovascular system
- Neuromuscular system
- The musculo-skeletal system and analysis of movement in physical activities
- Respiratory system
- Energy systems

##### Section B: Skill acquisition

- Skill, skill continuums and transfer of skills
- Impact of skill classification on structure of practice for learning
- Principles and theories of learning and performance
- Use of guidance and feedback
- Memory models
- Efficiency of information processing

### Section C: Sport and Society

- Emergence of globalisation of sport in the 21st century – pre-industrial (1780), industrial and post industrial (1780-1900), post World War 2 (1950 to present)
- The impact of sport on society and society on sport
- Sociological theory applied to equal opportunities

### **Paper 2: Factors affecting optimal performance in physical activity and sport**

*(2 hr exam, 105 marks and 35% of A Level)*

#### Section A: Exercise Physiology and Biomechanics

##### Exercise physiology

- Diet and nutrition
- Preparation and training methods
- Injury prevention and the rehabilitation of injury

##### Biomechanical movement

- Biomechanical principles
- Levers
- Linear motion
- Angular motion
- Projectile motion
- Fluid mechanics

#### Section B: Sport Psychology

Psychological factors that can influence an individual in physical activities

- Aspects of personality
- Attitudes
- Arousal
- Anxiety
- Aggression
- Motivation
- Achievement motivation theory
- Social facilitation
- Group dynamics
- Importance of goal setting
- Attribution theory
- Self efficacy and confidence
- Leadership
- Stress management

#### Section C: Sport and society and the role of technology in physical activity and sport

- Concepts of physical activity and sport
- Sport and the law
- Impact of commercialisation on physical activity and sport
- Ethics in sport
- Violence in sport
- Drugs in sport
- Development of elite performers in sport
- The role of technology in physical activity and sport

#### Non Exam Assessment: Practical performance in physical activity and sport

Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.	Internal assessment, external moderation 90 marks 30% of A Level
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#### **Assessment:**

Written papers – 2 (70%)      Non exam: 1 (30%)



# PHYSICS

**Examination Board:** AQA

**Specification Numbers:** 7407 / 7408

**Head of Department/Teacher in charge:** T. Stride

**Teachers:** T. Stride, W. Dube, D. Sanders

## Why study Physics?

The Physics specification has been designed to provide a seamless progression to A Level for students from their previous studies in the subject, and to develop interest and enthusiasm. The specification aims to introduce students to new and exciting areas of Physics, as well as develop essential knowledge and understanding of the key principles of the subject.

The specification builds on the GCSE course and allows students to develop the skills universities want to see, laying the groundwork for further study.

## Course Requirements:

Grades 7 - 9 in GCSE Physics. Combined Award Grade 8 minimum. Students taking the Physics A Level course must also take Mathematics A Level, unless permission is given by the Head of Physics.

## Course outline

Unit	Brief Description
<b>Unit 1</b>	1 Measurements and their errors 2 Particles and radiation 3 Waves 4 Mechanics and materials 5 Electricity 6.1 Periodic Motion
<b>Unit 2</b>	6.2 Thermal physics 7 Fields and their consequences 8 Nuclear Physics
<b>Unit 3</b>	Practical Skills and Data Analysis And <b>one</b> of the following topics: 9 Astrophysics 10 Medical Physics 11 Engineering Physics 12 Turning points in Physics 13 Electronics

## Assessment:

Total number of written papers: 3      100% total score

# POLITICS

**Examination Board:** AQA

**Head of Department:** C. Arnold

**Teachers:** C. Arnold, A. Woodward, S. Cheshire

## Why study Politics?

- Politics is a subject that few people really understand. It is contemporary. It is a new subject that you will not have studied before. You will stand out from the crowd as someone who actually knows what is going on. You will be able to make sense of the news, understand and be able to discuss current affairs, and you will have a much better understanding of the way the country works than most.
- Politics at A Level teaches you skills like debating, information analysis, structured writing, data analysis and research. Your vocabulary will also improve. All these skills are useful in the job market. Potential careers include law, journalism, accountancy, writing, publishing and of course, politics.
- We live in a democracy and it is important that voters understand the options they have, and the consequences of their decisions. It is also essential to know your rights and responsibilities. If you are opinionated about the way the government works, and would like to be able to discuss and understand alternatives, this is the perfect place to start.

## Course Requirements:

We require students to have a Grade 7 or above in GCSE English. We prefer students to have studied a Humanities GCSE and achieved a Grade 7 or above in this subject.

## Course Outline

Unit	Brief Description
<b>Government and Politics of the UK</b>	<p>Government and Politics of the UK is divided into ten sections. Each has a particular focus but their interrelationships must be understood to appreciate the complexities of the system. Students will study each of the prescribed sections below.</p> <p><b>The Government of the UK</b></p> <ul style="list-style-type: none"><li>• The Nature and Sources of the British Constitution</li><li>• The Structure and Role of Parliament</li><li>• The Prime Minister and Cabinet</li><li>• The Judiciary</li><li>• Devolution</li></ul> <p><b>The Politics of the UK</b></p> <ul style="list-style-type: none"><li>• Democracy and Participation</li><li>• Elections and Referendums</li><li>• Political Parties</li><li>• Pressure Groups</li><li>• The European Union</li></ul> <p>Assessment: 2 hours written examination, 77 marks, 33.3% of A Level</p>

Unit	Brief Description
<b>Government and Politics of the USA and Comparative Politics</b>	<p>Government and politics of the USA is divided into eight sections. Each has a particular focus but their interrelationships must be understood to appreciate the complexities of the system. Students will study each of the prescribed sections below.</p> <p><b>Government and Politics of the USA</b>  The Constitutional Framework of US Government  The Legislative Branch of Government: Congress  The Executive Branch of Government: President  The Judicial Branch of Government  The Election Process and Direct Democracy  Political Parties  Pressure Groups  Civil Rights</p> <p><b>Comparative Politics</b>  Constitutional Arrangements  The Executives  The Judiciaries  Electoral and Party Systems  Pressure Groups  Civil Rights</p> <p>Assessment: 2 hours written examination, 77 marks, 33.3% of A Level</p>
<b>Political Ideas</b>	<p>Students will study the following topics:</p> <p><b>Core Ideologies</b></p> <ul style="list-style-type: none"> <li>• Liberalism</li> <li>• Conservatism</li> <li>• Socialism</li> </ul> <p><b>Other Ideologies</b>  Feminism</p> <p>Assessment: 2 hours written examination, 77 marks, 33.3% of A Level</p>

**Assessment:**

Each unit is worth 33.3% and is examined in a two-hour written paper of the same format. Section A of each exam is composed of three 9 mark questions, Section B one 25 mark extract question and Section C one 25 mark essay from a choice of two.

**Additional costs:**

Apart from the cost of the textbooks we aim to visit the Supreme Court and Parliament each year. Students are asked to pay for their travel and lunch on these occasions. We also plan to attend the British Library Campus to Congress event in the second year for which there is a charge. We have been fortunate to have several speakers visit in the past, at present there is no charge for these events. If there is significant interest and opportunity we would also like to run a trip to Washington in the future, naturally this will be optional and subject to an additional charge.

# PSYCHOLOGY

**Examination Board:** AQA

**Specification Number:** 7182

**Head of Department:** S. Mapstone

**Teachers:** S. Mapstone, J. Greenberg, J. Campbell-May

## Why study Psychology?

Are you the kind of person who constantly wonders why people think or act the way they do? Do you question whether someone's behaviour is owing to innate tendencies or whether it is the result of their upbringing? If you are keen to understand more about yourself, your relationships with others and gain a greater understanding of other cultures, Psychology would be an ideal A Level choice. You will learn to write structured essays, understand ethical issues within Psychology, analyse data from psychological research, evaluate the usefulness of theories and research, debate major psychological arguments and design and conduct your own scientific investigations. You also have the opportunity to attend conferences with some of the country's leading psychologists and hear about groundbreaking research that is being carried out. Potential careers could be within clinical psychology, social welfare, marketing, consultancy, market research, accountancy, education or any career that involves working with other people.

## Course Requirements:

Students must be very confident using mathematical measurements to understand trends in data; able to understand biological mechanisms within the body; have a strong understanding of how to design and conduct a scientific experiment; and are able to write essays. Students are often surprised at the amount they have to learn and the level of difficulty of the course, but provided they are motivated and willing to work hard, good results can be achieved.

## Course outline

Unit	Brief Description
<b>Introductory Topics in Psychology</b>	<ul style="list-style-type: none"><li>• Social Influence</li><li>• Memory</li><li>• Attachment</li><li>• Psychopathology</li></ul>
<b>Psychology in Context</b>	<ul style="list-style-type: none"><li>• Approaches in Psychology</li><li>• Biopsychology</li><li>• Research Methods</li></ul>
<b>Issues and Options in Psychology</b>	<ul style="list-style-type: none"><li>• Issues and Debates in Psychology</li><li>• Relationships</li><li>• Schizophrenia</li><li>• Forensic Psychology</li></ul>

## Assessment:

Total number of written papers: 3 (each paper is worth 33%)

% total score: 100

# RELIGIOUS STUDIES

**Examination Board:** OCR

**Specification Number:** H573

**Head of Department:** M. Sanders

**Teachers:** C. Lomax, M. Sanders, S. Wardell

## Why study Religious Studies?

The study of Religious Studies at A Level will challenge things you take for granted: How do we know right from wrong? Are some things genuinely evil or is it just opinion? Does God exist? And would it matter if she did? Do humans have souls? Or are we just bundles of self-important chemicals? Are we free to make moral decisions? Is science the only route to true knowledge? Questions like these have fascinated some of the great minds over the last three thousand years; we will explore some of their answers and equip you to draw your own conclusions.

Religious Studies A Level is academically rigorous and involves a study of philosophical, theological and ethical theories that underpin and structure our world today. An understanding of these ideas is essential to an informed and nuanced engagement with key themes in politics, law, medicine, education, human rights and religion. Students will develop the ability to formulate and structure an argument, identify and draw out weaknesses and to express subtle views with clarity and precision. These are highly valued skills at university level in any degree.

## Course Requirements:

Previous study in Religious Studies is useful but not necessary. The course neither requires nor advocates any religious viewpoint. It is strongly recommended that students have attained a Grade 7 or above in English at GCSE.

Unit	Brief Description
<b>Component 1: Philosophy</b>	<ul style="list-style-type: none"><li>• Plato: understanding of reality; the Forms; the analogy of the cave</li><li>• Aristotle: understanding of reality; the four causes; the Prime Mover</li><li>• Soul, mind and body</li><li>• Arguments for the Existence of God, and challenges to these</li><li>• Religious experiences and different ways in which these can be understood (psychological, physiological etc)</li><li>• The problem of evil</li><li>• The nature and attributes of God</li><li>• Religious Language</li></ul>
<b>Component 2: Ethics</b>	<ul style="list-style-type: none"><li>• The ethical theories of Natural Law, Situation Ethics, Kantian Ethics and Utilitarianism</li><li>• Euthanasia: key ideas including sanctity of life, quality of life, voluntary and non-voluntary euthanasia, autonomy</li><li>• Business Ethics: corporate social responsibility; globalization; can human beings flourish in the context of capitalism and consumerism?</li><li>• Ethical language and thought</li><li>• Conscience</li><li>• Sexual ethics</li></ul>
<b>Component 3: Developments in Buddhist Thought</b>	The Buddha's life and intellectual context; Taking refuge; Samsara, the Three Marks of Existence, The Four Noble Truths, Meditation, The Development of Mahayana Buddhism, Madhyamaka and Prajnaparamita, Buddhism in the Far East, Buddhism in the West, Engaged Buddhism and Activism, Buddhism and Gender.

## Course outline

### Assessment:

Written Papers 3 x 2 hour exams 100% total score (each paper = 33.3%)

# 3 DIMENSIONAL DESIGN

**Examination Board:** OCR

**Specification Numbers:** H605

**Head of Department:** J. Murray

**Teacher:** J. Murray, M. Zanotti

## Why study 3 Dimensional Design

3 Dimensional Design as an A Level allows the candidate to tackle a number of industrial design briefs which merge the functional with the aesthetic. The idea of the course is to create real life design brief scenarios which are then tackled by following the discipline imposed by the design process. The course requires extensive prototyping, sketching and CAD work. Designs will be executed via 3D printers, CNC milling machines, vacuum forming, industrial design clay, foam core and aluminum.

The course is particularly suitable for students who wish to pursue careers such as Architecture, Industrial Design and Engineering and wish to get a feeling for the processes involved.

## Course Requirements:

Ideal candidates should have a combination of technical skills (computer based) and an understanding of the relevant aesthetic for any given brief and problem solving instincts.

## Course outline

Unit	Brief Description
<b>Component 1:</b>	<b>Portfolio of work: Personal Projects</b> For this unit candidates need to produce a portfolio of work that answers a design brief chosen in collaboration between the teacher and student. It should be product/industrial/engineering or architectural design in nature.
<b>Component 2:</b>	<b>Externally Set Title</b> The examination board will select and send to the school a number of topics for research and development from the 1st of February as in Unit 1. From this paper candidates are expected to choose one starting point from which they will generate appropriate work for submission

## Assessment:

### A01 – 25%

*Develop* ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

### A02 – 25%

*Explore* and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as work develops.

### A03 - 25%

*Record ideas*, observations and insights relevant to intentions, reflecting critically on work and progress.

### A04 – 25%

*Present* a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

**Coursework:** 60% total score

**Practical assignments:** 40% total score

## Additional costs:

Candidates will be charged an additional £140 per term to cover the costs relating to materials and equipment.

## NOTES

## NOTES



# NOTES

