



Mill Hill School

GCSE
CURRICULUM GUIDE

2011-2012

for the
Remove Year
starting in 2011



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GCSE Curriculum Guide | Curriculum Policy

Mill Hill School aims to provide excellence in education and to support all of its pupils in the passage from childhood towards adulthood. At the same time, it seeks to develop in every pupil self-discipline, responsibility, spiritual and moral values, leading to the highest possible standards of behaviour, consideration for others, pride in oneself and in one's achievements. The academic curriculum provided by the School plays a key role in helping us to meet these aims, and we seek to offer a broad, flexible and forward-looking curriculum which encourages among pupils intellectual curiosity, sound learning and a spirit of enquiry in the pursuit of academic excellence.

The overall aims of the curriculum are to:

- give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- ensure that all pupils have the opportunity to learn and make progress
- provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;
- enable pupils to acquire skills in speaking and listening, literacy and numeracy;
- provide any pupils who may attend the school who have a statement of educational need or a learning difficulty or disability education which meets their requirements;
- provide a programme of personal, social and health education which reflects the school's aims and ethos and which includes adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life;
- provide appropriate guidance and information for pupils on subject choices, higher education and careers information and guidance;
- for pupils above compulsory school age provide a programme of activities which offers a wide range and which is appropriate to pupils' needs
- through the achievement of these aims, to ensure that each pupil is able to attain and enjoy the provisions of the DCSF *Every Child Matters* agenda, i.e. to
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well-being.



GCSE Curriculum Guide | Stretch & Challenge Opportunities

Stretch & Challenge Opportunities in the Remove and 5th Form

Providing opportunities for the able and enthusiastic

Exciting and challenging work is generated in all departments at Mill Hill, with most providing regular activities or extension opportunities for students who are particularly able or interested in a given area. In addition, The Scholarship Society (The Sir James Murray Society) is open to all students and compulsory for scholars. The society provides regular lectures, debates and workshops across all areas of the curriculum and we hope to welcome exciting external speakers and organisations as part of the official Scholarship Programme. In addition, students who are identified as particularly able or interested in core subjects are mentored and set regular challenges to help them maximise their potential in the school's rich array of extracurricular activities and events.

GCSE Curriculum Guide | Remove & Fifth Form Curriculum

The curriculum at Key Stage 4 ensures that all pupils follow a common core whilst allowing them to make choices about a number of the non-core subjects they study, to reflect their individual interests and aptitudes. When choosing their GCSE option subjects pupils are encouraged to select a combination of subjects which maintain a sensible breadth of study. This will vary between pupils, and is balanced against each pupil's relative strengths in his/her subjects. It will be easier for a pupil who is strong across a wide range of subjects to achieve breadth and balance in their subject choices than a pupil whose abilities are focussed on fewer subjects. Ultimately, it is more important for each pupil to take option subjects which they enjoy and in which they are likely to do well, than simply to choose a wide spread of subjects.

The structure of the curriculum for these two years is as follows:

Core examined subjects	English, Maths, Science (Biology, Chemistry and Physics, taught as separate subjects but certified either as 2 or 3 GCSEs) and French (or English as an Additional Language, for those for whom that is appropriate).
Other, non-examined, core courses	Personal, Social, Health Education and Religious Education Physical Education (Remove year only)
Option subjects, from which pupils select three	Art, Classical Civilisation, Design Technology, Drama, Geography, German, History, Information and Communication Technology (ICT), Music, Physical Education (as a GCSE courses), Religious Studies, Separate Sciences and Spanish
Games	All pupils have a session of Games each week, in addition to PE.

The School is considering allowing pupils to take Spanish in place of French as the core Modern Foreign Language. Spanish will continue to be offered as an option subject. There will be an opportunity on the GCSE options form to indicate if you would like to take Spanish in place of French as a core subject, if offered, and a decision on whether it will be offered will be made when all option forms have been received.

Information on relative strengths in each subject are made by the School in the form of suitability indicators. Each pupil's choice of GCSE option subjects is finalised in the light of these suitability indicators and of objective baseline data, in discussion with their tutor and their parents and is monitored by Housemasters/ mistresses.

The PSHRE programme is modular and includes: banks and budgets, careers and personal development, citizenship, healthy living, religious education, sex and relationships and study skills. Pupils rotate through all of the units in the course. The units are interspersed with whole year group presentations and guidance to pupils on topics including drugs and cancer, which are given by outside agencies including the School's home beat police officer.

In addition to the academic curriculum, all Remove and Fifth Form pupils participate in the School's Games and Activities programme. The minimum expectation for pupils is set out in the Activities Handbook, which is published annually.

It is expected that the School will be moving to a new timetable structure in September 2011, in which lessons will be increased to 50 minutes. The expected period allocation for each subject in the Remove year on the new timetable is:

English	4 periods per week
Mathematics	3 periods per week
Science - Dual Award or Separate Sciences	7.5 periods per week 11 periods per week
French or E.A.L	3 periods per week
Each option subject	3.5 periods per week
Personal, Social, Religious and Health Education	1 period per week
Physical Education	1 period per week
Games	2 periods per week

GCSE Curriculum Guide | Choosing your subjects

Subject Choices: Key questions to Consider

What do you enjoy?

Clearly it is very important to study subjects you enjoy. Think about what attracts you to a subject, its approach, content, practical work, projects, experiments or even the teacher. Be careful not to be too influenced by the latter though, as you may be taught by someone else next year.

What are your strengths?

Again, this must influence your choice because it may help you to achieve the high grades necessary for future progress.

What is the advice of your teachers?

Obviously, you must consider this carefully. On occasion, it may even happen that parents and teachers offer conflicting advice. It may help you in sorting out such difficulties if you consult either your Housemaster or Housemistress or your Tutor.

How much coursework is involved?

The amount of coursework varies from subject to subject. The individual subject entries in the curriculum guide should give details of coursework requirements.

What is the relationship of these subjects to Sixth Form courses?

When you move on to the Sixth Form you will be expected to study four subjects for the first year. For most subjects it is important to have taken the GCSE but this is not the case for all of them. All GCSE subjects are available in the Sixth Form except for Religious Studies. You will also have the opportunity to start Business Studies, Economics and Government & Politics.

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

GCSE Curriculum Guide | A Level Subject Requirements for Degree Courses

Degree Course	A Level Subjects Required
Accountancy	Maths occasionally required.
Agriculture	Two Sciences; Chemistry often required, Biology often preferred
Ancient History	History, Ancient History or Classical Civilisation preferred or required.
Archaeology	Latin or Greek sometimes preferred; a science is occasionally required.
Architecture	Some courses require Maths or Physics. A level Art is not required, although a portfolio will be expected.
Astronomy	Maths and Physics usually required.
Biochemistry	Chemistry required. Biology or Maths also preferred
Biological Sciences	Chemistry usually required. 1-2 more Maths/Science subjects usually preferred.
Business Studies	Maths occasionally required or preferred.
Chemistry	Chemistry and another Science usually required.
Chemical Engineering	Chemistry required, with Physics and/or Maths preferred.
Classics	Latin or Greek usually preferred or required.
Computer Science	Maths and/or Physics sometimes required.
Dentistry	Chemistry required. Two Maths/Science preferred.
Drama	Theatre Studies and/or English required. A foreign language and/or History are required for some courses.
Economics	Maths occasionally required.
Engineering (most types)	Maths and Physics normally required, except for foundation courses and some civil engineering courses.
English	English normally required
Environmental Science	Biology and Chemistry usually preferred.
Food Science/ Technology	Chemistry required. One or two more sciences often preferred.
French	French required. Second foreign language often an advantage.
Geography	Geography required.
Geology	Two-three subjects from Sciences and Maths usually required.
German	German required. Second foreign language often an advantage.
History	History required or preferred.
Law	No specific subject requirements, though subjects such as English, History, Mathematics are well regarded.
Management Studies	Maths occasionally required.
Materials Science/ Metallurgy	Two-three Maths/Science subjects usually required.
Mathematics/Statistics	Mathematics required.

Medicine	Chemistry required at A level. Biology often required to at least AS level. One more Maths/Science preferred. However, you should try to include an Arts/Humanities subject in addition to Maths/Science subjects.
Music	Music normally required.
Pharmacy/ Pharmacology	Chemistry required. Two more Maths/Science preferred.
Physics	Maths and Physics usually required.
Physiology	Chemistry required, plus sometimes two more Maths/Science.
Psychology	One or two Science subjects. No A level subject requirements (science course) for Arts course in psychology.
Quantity Surveying	A Science subject may be required for some courses.
Spanish	Spanish required. Second foreign language often an advantage.
Sports Studies	Maths or Physics may be required.
Veterinary Science	Chemistry required. Two more Maths/Science preferred

GCSE Curriculum Guide | GCSE Options 2011-2012

Option Block 1

Art and Design
Drama
Geography
German
History
Information Technology
Physical Education
Separate Sciences
Spanish

Option Block 2

Art and Design
Design Technology
Geography
History
Information Technology
Music
Religious Studies

Option Block 3

Art and Design
Classical Civilisation
Design Technology
Drama
Geography
History
Latin
Separate Sciences
Spanish

At the Parents Evening early in March, you will be given an option form on which you will be asked to indicate your choice of subjects. One subject only should be chosen from each of the option blocks.

The School cannot guarantee to accommodate all choices since all option subjects have a limit on the number of places available. Therefore, you will be asked to choose a reserve subject, from any block.

Try to get a broad and balanced combination of subjects

Although it is not a requirement, most pupils should consider including at least one of History and Geography in their options.

It is generally not a good idea to choose too many subjects which have a lot of coursework, as you may get overloaded. These subjects include Art, DT, ICT and Music.

If you are good at Science and you choose to do Triple Award Science at GCSE that choice uses up one of your 3 option subjects. In order to go on to A level science subjects, it is not a requirement that you take Triple Award Science at GCSE. You may wish to continue studying a wider range of subjects up to GCSE by choosing Dual Award Science and then having a choice of three other option subjects. However, with the recent changes in Science courses at GCSE and A level, it is now that case that Triple Award Science is a significantly better preparation for A level than Dual Award.

If you are an EAL student, check with your subject teachers how good your English needs to be to take their subject at GCSE. Some subjects might depend more than you might expect on your standard of English.

Details of the course content of each subject in the Remove and Fifth Form are to be found in the following pages; core subjects precede option subjects.

ENGLISH AND ENGLISH LITERATURE

Examination Board: AQA

Syllabus Codes: English 4705

English Literature 4710

All Remove students will follow the AQA syllabi for GCSE English Language and GCSE English Literature.

English Language:

Students will be assessed in three skills based areas: reading, writing, and speaking and listening. Assessment will occur both throughout the course as a whole, via three written controlled assessment tasks and three speaking and listening tasks, and terminally, in a final written examination.

English Literature:

Students will cover a range of modern and heritage poetry, drama and prose texts over the two years of study. Assessment will take place both throughout the course, in the form of a controlled assessment task, and terminally, in the form of two separate examinations.

The course will be divided as follows:

Autumn 2011: Extended Reading (**J.B. Priestley, *An Inspector Calls***) – Controlled Assessment (this text will also be examined for the English Literature specification in May 2013).

A variety of **Speaking and Listening** tasks.

Spring 2012: Creative Writing - Controlled Assessment.

A variety of **Speaking and Listening** tasks.

Summer 2012: Shakespeare and Literary Heritage – comparison of one Shakespeare play with a literary heritage text - Controlled Assessment.

A variety of **Speaking and Listening** tasks.

2012-13: the firm details of the course are yet to be agreed but it will cover a further text for the English Literature examination in May 2013 (**John Steinbeck, *Of Mice and Men*** and **Exploring Poetry** anthology). There will also be coverage of **Non Fiction Texts** (examination) and the **Spoken Language Study** (Controlled Assessment). There will continue to be a variety of **Speaking and Listening** tasks.

ENGLISH AS AN ADDITIONAL LANGUAGE

Examination Board: Edexcel (www.edexcel.org.uk)

Syllabus Code: 4ES01

All pupils for whom English is an additional language will start working toward the IGCSE ESL (International GCSE English as a Second Language), which they will take at the end of the Fifth Form. This examination is administered by EDEXCEL. C grade or above is a requirement of entry of many British universities.

Teaching is based on authentic texts and tasks with emphasis on communication combined with language acquisition needed for academic work in all subjects. Grammar and vocabulary are taught and explained thoroughly and the four language skills of listening, reading, writing and speaking are developed systematically.

Emphasis is placed on supporting learners in their linguistic needs with regard to the rest of the Mill Hill curriculum.

MATHEMATICS

Examination Board: Edexcel (www.edexcel.org.uk)

Syllabus Code: 2MB01 (Mathematics)
1STO (Statistics)

In the two and a half years leading to EDEXCEL GCSE MATHEMATICS some familiar topics are re-visited and explored and, in addition, pupils tackle completely new areas which build their knowledge base and extend their understanding. The ability of each pupil to respond orally to questions about Mathematics, discuss mathematical ideas, carry out mental calculations and to investigate open ended problems will continue to be developed. During the Remove and the Fifth Form pupils develop an understanding that Mathematics is not a collection of unrelated topics, but has a coherent structure in which the various parts are inter-related. There is also an emphasis on Functional Mathematics, so that it is understood how mathematics is applied to real life situations and giving a greater understanding of mathematics in context. Furthermore, we emphasise the need to set out mathematical work, including the solution of problems, in a logical and clear manner, using appropriate symbols and terminology.

The depth of treatment, range of topics covered and pace of work is tailored to suit pupils' particular needs; this results in teaching aimed at different tiers of entry, and with different potential grades, across eight sets.

Set GCSE Objective

1 GCSE A*,

GCSE Statistics

2 A*, A

3 A, B

4 A, B

5 B, C

6 B, C

7 B, C

8 C

The course is a modular one with 3 units to sit. The first of which will be taken in March of the Remove year, Unit 2 is sat in November of the Fifth Form and the final unit has to be sat at the end of the course. One resit of units 1 and 2 is allowed. All pupils will follow the Higher tier course initially but those in set 8 may be better suited to taking the Foundation tier for one or more of their units so as to improve their chances of a C grade or higher pass. The predominant factor used to decide whether a pupil should be in this set is the end of year Fourth Form Mathematics Examinations.

The best preparation for A Level Mathematics is undoubtedly to undertake the GCSE A* course and additionally study GCSE Statistics which is a good preparation for A Level. In addition, many pupils in set 2 who obtain an 'A' or higher at GCSE go on to complete A Level Mathematics successfully. Pupils not in sets 1 or 2 may, in individual cases, also go on to A Level mathematics, although it is less likely, and in such cases pupils will need to take advice from the Head of Mathematics about their suitability for A level.

FRENCH

Examination Board: AQA (www.aqa.org.uk)

Syllabus Code: 4655

Did you know?

- Languages have existed since about 100,000 BC, and there are now around 6000 languages spoken in the world
- Only 6% of the world's population speak English as a first language
- 75% of the world's population don't speak any English at all

Employers value language skills

- Research has shown that using language skills in business opens the door to a wide range of economic, social and personal benefits
- 74% of employers are looking to employ people with conversational language skills
- Customers addressed in their mother tongue are much more likely to do business with you
- Studying a foreign language improves your oral and written skills in English too, and also helps develop key communication skills that are crucial in the workplace

Language skills letting us down

- One in five exporting companies say they are losing trade because of language and cultural barriers
- UK exports are underperforming in Russia and Brazil, and are losing out to European competitors in China
- 49% of employers are disappointed with graduates' foreign language skills
- French is still one of the most sought-after languages

There are a whole host of reasons why it's important to speak a language other than English. We are part of the European Union, in which we can live, work or study in any one of 72 countries. The balance of the world economy is changing as countries like China, India, Russia and Brazil grow in importance. Speaking the language of other nations will be a huge factor in how we are in the future. So in the world of work, language skills are going to be increasingly important in organisations and businesses who want to remain competitive on an international level.

But economics and employability aren't the factors at play, here. By speaking a language other than English, the world opens up to you. You have an asset for life! Languages help us build friendships with people across the globe, and understand and experience different cultures in a way that enriches our own lives, too. They open up travel opportunities, the chance to study or live abroad and, ultimately, allow us to experience things that speaking English alone we simply wouldn't be capable of.

By the time pupils reach the Remove year, they are well acquainted with the communicative approach to French which is adopted in the School. As reflected in the AQA Board GCSE examination, students are tested on four skills: reading, writing, listening and speaking which have different weighting in the overall GCSE grade. Language acquisition is a vital and dynamic process.

The department uses AQA GCSE French textbooks, and follows a course which is contemporary in theme and based on the new demands of the National Curriculum. The topics studied include: Lifestyle (health); Leisure (free time and the media); Holidays; Home and the environment (Home and local area and the environment); work and education (school and future plans; current and future jobs)

The skill areas taught are as follows:

1. In preparation for GCSE, there is a considerable amount of oral work. It comprises an interview type of task and a conversation, discussing aspects from the list of topics given above. It is worth 30% of the final grade.
2. The aural component presents plenty of authentic material, usually in the classroom, but, if appropriate, in the language laboratory. As well as hearing native speakers in various situations, pupils are exposed to interviews with students and adults; they are taught to interpret these. It is worth 20% of the final grade.
3. The reading element, worth 20% of the final grade, teaches candidates to demonstrate understanding of advertisements, interviews, letters and articles in a range of registers.

4. Finally, the written element, 30% of the final grade, consists of two controlled assessed task and teaches pupils to construct clear and accurate letters and stories. The former are both informal, for example to a French pen-friend, and formal, to hotel managers and the like.

Various extra-curricular activities such as examination skill workshops are offered which pupils are expected to attend. In line with the revised syllabus, we shall exploit a wider variety of materials, including film and literature. Remove pupils will be offered the opportunity to take part in the Rouen Exchange, now in its 44th year and offering a mix of French lessons in our partner school and cultural and historical excursions in the region.

There is also a Modern Language Society which offers a variety of activities, from films to literature, discussions and visits to exhibitions and cinema.

PSHE

The School adopts a whole school approach towards Personal, Social and Health Education (PSHE) through timetabled PSHE lessons, pupil involvement on School Councils, the peer mentoring scheme, community service and a variety of leadership opportunities. PSHE lessons enable pupils to reflect on issues and concerns that are of particular importance to them, enabling them to share their experiences with others.

The PSHE programme helps to give pupils the skills, knowledge and understanding to live confident, healthy, independent lives and to become informed, active and responsible citizens. PSHE draws together different aspects of the pupils' personal and social development: health, citizenship, sex and relationships, drugs, parenthood, financial capability, safety, work and careers in a series of short modules, linked with a programme of outside speakers.

PSHE will be extended into the 5th form in September 2011 with the implementation of the new timetable. The program for this year group is currently under development for the start of the new academic year. An outline of each module for the Remove year group is given below.

REMOVE PSHE

Developing Relationships and Respecting Difference

In this module pupils learn how to communicate confidently with both peers and adults. Students also learn about the effect of stereotyping, bullying, racism and discrimination and learn how to challenge them assertively.

Study Skills

In this unit pupils learn to develop time management skills so that they are able to balance their work and leisure time. The pupils learn how to prepare for exams and how to deal with examination stress.

Healthy Living 3

This module looks at the issues associated with drugs and alcohol and is designed to help pupils to make informed decisions and choices. They consider the physiological effects on the body and the risks involved. A talk from the local Police liaison officer is included. Students also investigate the links between diet and eating disorders.

Sex and Relationship Education

In this unit students discuss the importance of relationships and contraception, and develop effective ways of resisting peer pressure. The students also learn about breast and testicular cancer; the symptoms, self-checks and treatment.

Citizenship

In this unit pupils learn about the electoral system and Voting, The role of business and finances in the economy, central and local governments and the UK's relationship with the EU, UN and the Commonwealth.

Personal Development and Careers

This module looks at developing their communication skills and allows student to start to investigate possible career options. Students will also learn how to conduct themselves in an interview.

Banks and Budgets

This unit helps pupils to become competent in managing their money and to learn about credit and financial services available to them.

RELIGIOUS EDUCATION

This course aims both to help students gain an understanding of the religious landscape in which they live, and to enable them to grow and articulate their own spiritual lives.

It presents students with many of the different viewpoints from which religion can be studied- philosophical, historical, literary, ethical, liturgical and mystical. By providing a variety of approaches, it aims to engage students of diverse religious backgrounds or none with questions and experiences that are both ancient and modern.

The course aims to help students grow in confidence in dealing with profound human and theological questions, in a way that is respectful both to the Christian foundation of the school and to the diversity of traditions in which students' lives are set.

SCIENCE

Examination Board: AQA (www.aqa.org.uk)

Syllabus Codes: Science A: Awaiting final accreditation by QCDA
Additional Science: Awaiting final accreditation by QCDA

Science is a core subject in the National Curriculum, and is a requirement for all pupils at Mill Hill. The majority of pupils will follow the Core Science course take exams at the end of the Remove year to achieve a result in GCSE Science. They will then continue in the Fifth Form with the GCSE Additional Science course and again will take exams at the end of that year. This means that by the end of the Fifth Form pupils following this course will have completed two GCSE subjects in Science: Core and Additional. The allocation of lessons is split equally between the 3 Sciences and is taught by specialist teachers of Biology, Chemistry and Physics.

The Science specification covers topics in all 3 Sciences, but there is also internal assessment, where pupils will be assessed on their ability to analyse data and to carry out practical work. The internal assessment is worth 25% of the final examination and applies to both the GCSE Science and the GCSE Additional Science courses.

There are a few options available to us for examination arrangements; of which have not been confirmed or finalised since the publication of the White Paper. Details of these will be made available as soon as we have them.

Mill Hill will follow the AQA Science A specification. Although the GCSE is in Science it allows the three separate Sciences to be taught by subject specialists. One of its main aims is to look at 'How Science Works'. This is aimed at helping students to engage with and challenge the Science they meet in everyday life. Students who would like to get more out of Science would benefit from taking Separate Science.

ART & DESIGN

Examination Board: Edexcel (www.edexcel.org.uk)

Syllabus Code: 2AD01

Coursework for the EDEXCEL GCSE examination is produced throughout the two year course, and this accounts for 60% of the overall mark. It is now called "A personal portfolio in art and design" a new name but in all other respects it is still the old GCSE.

Projects are designed to develop the practical skills learned in the Fourth Form, and cover a wide range of techniques and materials. All pupils will produce a variety of three-dimensional work (card construction, ceramics, p  pi  r-mache), textile design, graphic design, painting and printing. Pupils are also expected to work hard to develop observational drawing skills.

We continue to work in the same theme-based way as in the Fourth Form; each project requires pupils to respond creatively to a given title or theme (eg 'Journeys', 'The Natural World' etc). The Remove year is very structured, but pupils are encouraged to use their initiative to research and gather their own information, developing their own ideas independently. Pupils who demonstrate an ability to do this effectively are then able to make individual choices about their subject matter and the materials they want to use in the Fifth Form. The GCSE exhibition should show the best of our pupils working as real artists, producing highly personal and original work.

Looking at the work of artists and designers from a range of times and cultures is an important part of the course, and pupils will be expected to produce a special study based on one aspect of art history as part of their coursework. Gallery and museum visits will take place at least once a year.

The end of course exam accounts for 40% of the overall grade. Pupils will be given an exam paper with a set theme, and are allowed six weeks to prepare and plan a final piece, using a medium of their choice. The exam is ten hours in length.

The exam piece, together with the very best of the coursework and a coursework folder, is then put on exhibition which is internally and externally assessed. The completed personal portfolio will consist of sketch books and up to four final outcomes in a range of artists media.

CLASSICAL CIVILISATION

Examination Board: OCR (www.ocr.org.uk)

Syllabus Code: J280

This is a subject for all with an interest in the ancient world of the Greeks and Romans. No previous knowledge is necessary - all that is required is enthusiasm, an enquiring mind and a reasonable command of English. If you have ever been intrigued by the myths and legends of gods and heroes, fascinated by the brutality of entertainment such as gladiators, or simply want to find out more about the inspiration for films such as *Gladiator* and *Troy* or the recent television series *Rome*, this may be the course for you.

The new GCSE specification is based on the examination of four subject areas (each worth 25%), though one of these allows considerable scope as the work is assessed in-school as part of a Controlled Assessment.

The subject areas allow a good balance between Roman civilisation and Greek literature, for which students will have the opportunity to look at issues in a literary, historical, social, political, religious and artistic context. Frequent comparisons with the modern world also help to make this course an excellent way to broaden one's mind while developing skills that are useful in other subject areas.

The subject areas that provisionally will be studied are as follows:

City Life in the Classical World : Rome

A study of gladiator shows in the Colosseum, chariot racing in the Circus Maximus, Roman theatre and drama, and the Romans' obsession with the baths; the Roman family, and Roman religion.

Epic & Myth : Homer's Odyssey, Books 5,6,7,9,10, and 12

An epic adventure story with something for everyone: a hero encountering gods, monsters and shipwrecks in his quest to reach his kingdom and then regain his power from nobles who threaten to marry his wife and kill his son.

Community Life in the Classical World : Sparta or Pompeii

This will involve the study of either one of the world's great archaeological sites and investigation of what we can learn about the Romans from Pompeii, or a study of the ancient world's most ferocious city-state, Sparta (as, somewhat loosely, shown in the recent film *300*).

Culture & Society in the Classical World : Controlled Assessment

Presently it is envisaged that students will choose one of the following options for an extended piece of writing, produced under controlled conditions in school : The Olympic Games, Virgil Aeneid, Sophocles Antigone, Aristophanes Lysistrata or Pliny Letters.

DESIGN TECHNOLOGY

Examination Board: OCR (www.ocr.org.uk)

Syllabus Code: J305 (Product Design)

Following the successful piloting of this new GCSE course, it has now been introduced for all pupils. We believe that the new modular structure is a fairer system of assessment and offers a greater flexibility of teaching methodology and allows for a greater breadth of interesting and relevant topic areas to be studied.

There are four units which combine to make up the GCSE. The following unit is taken at the end of the Remove (Year 10):

A554 Design Influences (20%)

This is a 90 minute timed examination which tests knowledge and design application.

The Fifth form (Year 11) is dedicated towards a design and manufacturing project using resistant materials. The two units are described as follows:

A551 Developing and Applying Design Skills (30%)

The end result is a design portfolio that is marked internally and then sent to the examiner for moderation. For the first time this work will be produced electronically and sent via CD as a power point presentation.

A553 Making Testing and Marketing of Products.(30%)

Pupils have to manufacture the product they have designed, test the product and finally produce a marketing strategy to sell the product. This work is again presented as a power point file and sent for moderation via CD.

A552 Design and Making Innovation Challenge (20%).

This is a six hour design and making challenge. Pupils are given a theme to investigate prior to the challenge. They are asked to design and manufacture a prototype. The designs and photographs of the models and the final design are sent to the examiner. This is taken as the last unit at the end of the Fifth Form year.

Pupils who choose the GCSE course should ideally have attained 'B' grades or higher for the majority of their reports. They should be confident with the use of computers and in particular Microsoft Office and our 3D CAD package (ProDesktop)

There is scope in the Fifth Form to focus on any technological area for project work including electronics and mechanisms.

The GCSE is an excellent preparation for the AS and A2 Design and Technology courses that are undertaken at Mill Hill School.

DRAMA

Examination Board: Edexcel (www.edexcel.org.uk)

Syllabus Code: 2DR01

This course is designed to develop pupils' current practice and knowledge of drama and theatre. It provides a flexible approach to drama activity, with options in devised and scripted performance, performance support, and workshop assessment.

The aims of this course at Mill Hill are primarily to:

- develop the pupil's ability to work in a group
- develop the pupil's self-confidence
- encourage responsibility
- develop the pupil's problem-solving skills
- develop aesthetic and creative awareness
- explore drama and theatre in a practical way.

Pupils should only choose this course if they are prepared to rehearse with others outside the normal run of lessons.

Unit 1

Drama Exploration (30%) is concerned with the use of drama to explore ideas and issues in response to stimulus material selected from different times and cultures. Assessment is through practical workshops and a written portfolio done under controlled conditions. The assessment activities for this unit are set and marked by the teacher within prescribed guidelines and moderated externally.

Unit 2

Exploring Play Texts (30%) involves the exploration of a complete and substantial play chosen by the school. Assessment is through practical workshops and a written portfolio done under controlled conditions. The assessment activities for this unit are set and marked by the teacher within prescribed guidelines and moderated externally.

Unit 2

Drama performance (40%) is concerned with the skills required to perform work to an audience. Students have the opportunity to demonstrate their skills as performers or in a theatre craft using any appropriate material as a stimulus for performance. It may be either a devised drama or a scripted performance as decided by the teacher. This unit comprises 40% of the course and is assessed by a visiting examiner.

GEOGRAPHY

Examination Board: AQA (www.aqa.org.uk)

Syllabus Code: 4035

Geography is a lively and interesting subject which helps pupils develop their own sense of place within a broad and relevant, twenty-first century context. It fosters an understanding and awareness of various physical and human environments and an appreciation of the challenges and issues related to them. As a GCSE subject it has a breadth and variety that provides a worthwhile challenge to pupils of all abilities.

The Specification adopted for examination is AQA Specification B. It is from the new generation of specifications introduced for first teaching from September 2009. It has been designed to be stimulating, imaginative and flexible. It follows a modular structure and has four units:

Unit 1: Managing Places in the 21st Century

Section A: The Coastal Environment or Section B: The Urban Environment

Style of Assessment: 1hour written exam (25% of the full GCSE)

Unit 2: Hostile World

Section A: Living with Natural Hazards or Section B: The Challenge of Extreme Environments

Style of Assessment: 1hour written exam (25% of the full GCSE)

Unit 3: Investigating the Shrinking World

Section A: Investigating the Globalisation of Industry or Section B: Investigating Global Tourism

Style of Assessment: 1hour written exam (25% of the full GCSE)

Pupils will be prepared for one of the two sections in each of the above units.

Unit 4: Local Investigation including Fieldwork and Geographical Issue Investigation

Task One: Local Investigation including Fieldwork (15% of the full GCSE)

Task Two: Geographical Issue Investigation (10% of the full GCSE)

Style of Assessment: Controlled Assessment (25% of the full GCSE)

Controlled Assessment is a new introduction to this level and replaces the production and submission of a piece of coursework. It involves a combination of primary and secondary research which will be carried out in groups with teacher supervision and by candidates independently. The write up will then be done in timed conditions and under the direct supervision of a teacher.

It is likely that one or two modules (units) will be sat at the end of the Remove year.

The Specification gives an opportunity for the development of a wide range of skills. It will energise and interest candidates by giving them an insight into future challenges through the study of current issues of local, national and global importance, and their future management. It will provide an appreciation of the significance of values and attitudes to the development and resolution of these issues, giving useful preparation for understanding the world.

GERMAN

Examination Board: AQA (www.aqa.org.uk)

Syllabus Code: 4665

The importance of German in the Europe of the twenty-first century cannot be overemphasised; with the expansion of markets to the East and the strong position of Germany within the European Union, German speakers will have a clear advantage. Already aware of this trend, many British universities offer combined business/language, computing/language, engineering/language courses. The ability to speak two or more European languages is an asset to any young person; a pass in GCSE German can thus open many doors.

The course follows on, without a break, from the material covered in the Fourth Form using, in addition, to a coursebook, a wide range of materials, such as magazines and television and radio programmes. We also encourage our pupils to get involved in trips and exchanges including the 4th form trip to Leipzig.

HISTORY

Examination Board: OCR (www.ocr.org.uk)

Syllabus Code: J417

The twentieth century has witnessed warfare and political upheavals on a scale unprecedented in the history of mankind. Few would deny the importance of such events and the need to study them. The History Department accordingly teaches a course in twentieth century to GCSE which pupils should find both absorbing and interesting.

Among the topics covered is the tragic legacy of the First World War, which left Germans feeling bitter and resentful at their country's treatment by the victors at Versailles. This leads to a study of the attempts to create a new era of international diplomacy in the 1920's and its failure in the wake of the Wall Street Crash 1929, with the rise of aggressive dictatorships.

The collapse of international order in the 1920s and the origins of the Second World War are analyzed, with particular focus on Hitler's foreign policy and the policy of Appeasement.

There is a depth study of Russia, 1905 to 1941 tracing the great revolutionary events leading to collapse of the Romanov dynasty, the failures of the Provisional Government in 1917 and the emergence the world's first communist state after the October Revolution with the central paradox of terror and transformation which characterized the soviet experiment under Stalin.

There is a British study unit which covers the important political and social developments in the period 1906 to 1918 including the Suffragette movement, the emergence of the Welfare state and the impact of the First World War on the Home Front.

As we reflect back on the twentieth century, it is appropriate to give some weight to events post-1945, so that pupils gain a better understanding of more recent events which have shaped the world we live in. We therefore study the origins and development of the Cold War as an-depth Historical Inquiry which comprises the coursework unit.

The examination consists of two **written papers, comprising** 75% of the total marks, and **coursework**, which is worth 25% of the final grade. Teaching attempts to develop an analytical understanding of the topics covered, often through case studies, and the skills required to analyze and handle most kinds of historical evidence. Classroom discussion is a vital part of the learning process as pupils are encouraged to articulate analytical concepts and discuss issues meaningfully. The Department also makes use of a large collection of video documentaries and film to enhance the learning process.

ICT

Examination Board: Cambridge IGCSE

Syllabus Code: 0417

Why study Information and Communication Technology?

The world is becoming increasingly dominated by the use of ICT systems, which influence every aspect of our everyday lives. Despite this, our experience is that you know far less about ICT than you and your parents think. Your experience is generally limited to the basic use of ICT applications and an advanced knowledge of social applications. The study of ICT will help provide you with the analytical, communication and technical ICT skills that you will need in all your studies at GCSE, A level and at university. It will also prepare you for the world of work.

Why study IGCSE?

The IGCSE Information and Communication Technology syllabus encourages students to develop lifelong skills including:

- the ability to understand and implement new and emerging technologies within a business environment;
- how to analyse, design, implement, test and evaluate Information and Communication Technology (ICT) systems;
- considering the impact which new technologies will have on ways of working and the social, economic and ethical issues associated with them
- awareness of the ways ICT can help in practical and work-related scenarios.

Importantly, there is NO coursework. Assessment is by two computer-based practical examinations and a written theory examination. All of them take place at the end of the two year course.

What will you study?

You will become an advanced user in the following areas:

- word processing
- spreadsheets
- databases
- presentation software
- web design

It must be emphasised that you will learn how to use these very effectively and to an advanced practical level.

In addition to the practical skills you will also learn about:

- Types and components of computer systems
- Computer networks
- The effects of using ICT
- The ways in which ICT is used
- Systems analysis and design
- Communication
- Input, output and storage.

If you study this course you should emerge as an autonomous user of ICT, able to select the best application for a task.

LATIN

Examination Board: OCR (www.ocr.org.uk)

Syllabus Code: J281

Latin is highly regarded by universities and is seen as a mark of a disciplined, analytical and logical mind, which has undergone a rigorous training. It can be studied with any selection of GCSE and A Level subjects.

The study of Latin should provide an excellent medium for mental discipline and an aid to English and clear logical thought. However, the ultimate aim is to read Roman texts in the original language and to gain an insight into Roman civilisation. This provides a unique opportunity for comparison of not only a different and ancient culture but also one to which our culture owes so much in terms of language, literature, thought and politics.

Students who have worked hard and enjoyed the Fourth Form course (using the Cambridge Latin Course) can feel very confident of continuing through to success at GCSE Latin. It is fair to say that the majority of students attain grade A* or A at GCSE. Students generally find the work more exciting, challenging and enjoyable courtesy of the way that the GCSE course bases its study on the reading of original Latin texts.

The main means of learning remains the reading passage, with stories covering such topics as life in Roman Britain, the Jewish Revolt of AD66 and the corruption of the Emperor Domitian. All grammatical and syntactical input is covered by the Summer term and vocabulary for the exam is systematically learnt from a prescribed list of c600 words.

Gradually the stories lead to the authentic Latin of the set texts. These include the love poems of Catullus, Ovid, and Horace, as well as historical writing on the themes of either 'passions and poisons' through the writings of Tacitus and Cicero, or 'odd foreign customs' via the works of Caesar, Pliny, and Tacitus. All passages are glossed and prepared before the examination.

There are a variety of ways to gain the GCSE, with 50% of the total marks allocated to the compulsory language papers (2), and the other 50% coming from a choice of two from three of the following : Prose literature, Verse literature, and Sources for Latin (in English).

MUSIC

Examination Board: Edexcel (www.edexcel.org.uk)

Syllabus Code: 2MU01

The new Edexcel GCSE in Music has a clear structure and is designed to allow candidates to study music through performing and composing in a variety of classical and popular styles, and through the analysis of 12 Set Works. These set works are drawn from a variety of classical, popular and world music styles. The specification caters for a wide spectrum of musical abilities and requirements.

The course will particularly suit students who:

- Enjoy performing and listening to music of varying styles.
- Are interested in discovering more about what it is that makes music from different eras and different places so distinctive.
- Have regular voice or instrumental lessons either in or out of school.
- Are prepared to be involved in extra-curricular music in school.

PAPER 1 Performing (30% of the GCSE)

Students play or sing two pieces (one as a solo and one as part of an ensemble). Any style of music is permitted; the minimum standard expected by the end of the course is approximately Grade IV, but students performing more difficult music will be rewarded for the level of difficulty they are capable of mastering. Students do not need to have taken a grade exam – they merely need to perform music of that particular level of difficulty.

PAPER 2 Composing (30% of the GCSE)

Students will compose two pieces in the middle part of the course, all of which will be completed in lesson time (under controlled conditions). The two compositions will be in contrasting styles, one of which will be in the style of a popular song, musical theatre song or a club dance track. This is often the part of the course which worries students most in advance of taking the course, but the process of composition is carefully structured to support students even if they have not composed music before.

PAPER 3 Listening and Appraising (40% of the GCSE)

In this paper students take an examination lasting 1 hour 30 minutes. They respond to questions on recorded extracts taken from the 12 Set Works they have studied throughout the course. The Set Works are:

AREA OF STUDY 1

Western Classical Music 1600 - 1899

- G F Handel: Chorus: And The Glory of The Lord from Messiah, HWV 56
- WA Mozart: 1st Movement from Symphony No. 40 in G minor, K. 550
- F Chopin: Prelude No 15 in D flat major, Op. 28

AREA OF STUDY 2

Music in the 20th Century

- A Schoenberg: Peripetie from Five Orchestral Pieces, Op. 16
- L Bernstein: Something's Coming from West Side Story
- S Reich: 3rd Movement (fast) from Electric Counterpoint

AREA OF STUDY 3

Popular music in context

- M Davis: All Blues from the album Kind of Blue
- J Buckley: Grace from the album Grace
- Moby: Why Does My Heart Feel So Bad? from the album Play

AREA OF STUDY 4

World Music

- Capercaillie: Chuir M' Athair Mise Dhan Taigh Charraideach (Skye Waulking Song) from the album Nàdurra
- Rag Desh

Suggested listening: A Shankar: Rag Desh from the album Live at Carnegie Hall

S D Dhandhada and H Dhandhada: Rag Desh from the album Mewar Re Mira

B Wertheimer and S Gorn: Rag Desh Parts 1-3 from the album Priyagitah: The Nightingale

- Koko: Yiri

PHYSICAL EDUCATION

Examination Board: Edexcel (www.edexcel.org.uk)

Syllabus Code: 2PE01

The Edexcel GCSE course in Physical Education allows candidates to show both their theoretical knowledge (40%) and their practical ability (60%). The specification caters for a wide range of sports, offering varied opportunities for success.

THEORETICAL KNOWLEDGE

This part of the syllabus is split into 2 sections:

Section 1.1: Healthy, active lifestyles

Students will understand the relationship between exercise, diet, work and rest, and how, together, they contribute to a balanced healthy lifestyle. The relationship between health, fitness and exercise and the effects of exercise and fitness on participation should also be explored with the understanding that 'fitness' does not always result in good health.

Section 1.2: Your healthy, active body

This section focuses on the ways in which body systems inter-relate during physical activity and how a healthy, active lifestyle contributes to the growth and development of body systems, structures and general wellbeing.

Assessment:

This unit is assessed through an externally set examination. The examination is 1 hour and 30 minutes, and includes multiple-choice, short-answer, and longer-answer questions.

PRACTICAL ABILITY

This part of the syllabus is split into 2 sections also:

Section 2.1: Practical performance

Students need to undertake practical performance in different contexts, within selected physical activities, in the role of either player/participant, official or leader. In the GCSE in Physical Education students must offer four performances.

Section 2.2: Analysis of performance

Analysis of performance requires all students to undertake an analysis of performance, which is made up of five separate components:

2.2.1: Rules, regulations and terminology

2.2.2: Observe and analyse performance

2.2.3: Evaluate performance

2.2.4: Plan strategies, tactics and practices

This unit is assessed under controlled conditions and is externally moderated.

GCSE in Physical Education students are required to offer four performances, in practical contexts, in the role of either player/participant, official or leader. At least two of the four performances must be in the role of player/participant.

It is important to note that candidates do not all have to be assessed in the same sports. Those who participate in sports outside the curriculum can use these for their GCSE assessment; examples of these are skiing, dance, horse-riding and karate.

RELIGIOUS STUDIES

Examination Board: OCR (www.ocr.org.uk)

Syllabus Code: J621

Religious Studies GCSE (Philosophy and Ethics)

- Pupils will take the OCR Religious Studies course (Option B) - **Philosophy of Religion and Applied Ethics**.
- Assessment is by written examination only – 4 x 1 hour examinations. [2 in Philosophy and 2 in Ethics]. There is no coursework.
- Although the subject will be taught primarily from the standpoint of Christian Philosophy and Ethics (6 of the 8 units) students will study 2 units from other faith perspectives. (Students may choose from Judaism, Islam, Hinduism, Sikhism and Buddhism.)
- The course does not require students to be of any particular religious persuasion. Indeed, diversity of opinion and belief will be a strength in class discussion; ‘all faiths and none’ are welcome.

Why take Religious Studies?

This syllabus will enable pupils to study and explore what people believe about a wide range of philosophical and moral questions concerning human existence. Students will be expected to think, discuss, question, challenge and evaluate so that they can also develop their own belief systems and moral values.

As young people growing up in a diverse society and the ‘global village’, studying religion will help them to understand and relate to people whose beliefs, values and viewpoints differ from their own. It will help them to deal with issues arising, not only in school, but in the community and in their future workplace.

The study of religion will also help students to make connections with a wide range of other important disciplines such as literature, art, music, politics, economics and social issues.

Outline of the Syllabus:

The following 8 units will be studied: 4 in Philosophy and 4 in Ethics

Philosophy of Religion.

1. **Good and Evil.** If God exists why is there suffering in the world? How can people cope with suffering? Why do people behave in a good way or an evil way? What is conscience? Where do people get their moral values from? In what way are the Bible and other sacred texts relevant today?
2. **Religion and Science.** Are science and religion in conflict or are they compatible? In what ways do the Big Bang and evolution affect religious beliefs about the origin of the universe? Should animals be used for scientific experiments? What does religion say about the treatment of the environment?
3. **Beliefs about God.** What do people believe about God and why? Are there any good reasons for believing in God? Do miracles occur and are these evidence for God or not? Is there such a thing as the supernatural? Does prayer ‘work’?
4. **The End of Life.** What happens when we die? Do people have a soul or just a body? Will we be judged for the way we have lived? Do heaven and hell really exist? What happens at funerals and what do the rites symbolise?

Applied Ethics

1. **Medical Ethics.** Is all life sacred? What are the moral issues surrounding fertility treatment and genetic engineering? Can euthanasia ever be morally acceptable? Should animals ever be used in medical research? Is cloning right or wrong? What are the ethics of abortion?
2. **Human Relationships.** What is the meaning of marriage and how does it differ from a civil partnership? What are religious beliefs about sexual relationships and contraception? In what ways do men and women have different roles in society, if any?
3. **Equality.** Is everyone equal? What is the religious teaching on prejudice and discrimination? What causes racism? Are all religions equal? Is forgiveness always right?
4. **Peace and Justice.** Can war ever be just and morally right? Is non-violence (pacifism) always morally superior? What is the purpose of punishment for those who have committed crimes? Can the death penalty ever be justified? How can religions bring about an end to social injustice?

SEPARATE SCIENCES

Separate Sciences are available to those pupils who would benefit from studying extra, more advanced topics in Science. Pupils opting for Separate Science will take all three sciences.

This option will be beneficial to those who already know that they wish to specialise in Science subjects at A level. It is especially relevant to those already considering courses in Medicine, Engineering, Pure Science and allied subjects, either at Oxbridge or at other universities.

Separate Science may be considered as an option by students who have a real interest in the sciences and are competent in them. It is not necessary to take Separate Sciences in order to take Science subjects at A level. A high grade in Science and Additional Science is a perfectly acceptable qualification.

All three Sciences are versatile and valuable qualifications with a wide range of possible higher education and career links. Any pupils interested in discussing the range of possible scientific careers should consult their own teacher or the Heads of the individual departments.

BIOLOGY

Examination Board: AQA (www.aqa.org.uk)

Syllabus Code: Awaiting final accreditation by QCDA

Separate Science Biology covers the same work as the Science and Additional Science during the Remove and Fifth Form, but with extra periods during the week allows us to cover the work in more detail in the Separate Science course. The topics covered in the Remove and Fifth Form are Keeping Healthy, Nerves and Hormones, The Use and Abuse of Drugs, Interdependence and adaptation, Energy and Biomass in Food Chains, Waste Materials from Plants and Animals, Genetic Variation and its Control, Evolution, Cells and Transport, Tissues, Organs and Organ systems, Photosynthesis, Organisms and their Environment, Proteins – their function and Use, Aerobic and Anaerobic Respiration, Cell Division and Inheritance, Speciation. There is also internal assessment for Separate Science which is the same as for Science and Additional Science.

In Separate Science Biology pupils must complete the following extra topics: Movement of Molecules into and out of Cells, Gaseous Exchange, Transport Systems in Plants and Animals, Homeostasis, Humans and their Environment.

CHEMISTRY

Examination Board: AQA (www.aqa.org.uk)

Syllabus Code: Awaiting final accreditation by QCDA

Separate Science Chemistry covers the same work as the Science and Additional Science during the Remove and Fifth Form, but with extra periods during the week allows us to cover the work in more detail in the Separate Science course. The topics covered in the Remove and Fifth Form are: the fundamental ideas in chemistry, The periodic table, Chemical reactions, Limestone and building materials, Metals and their uses, Crude oil and fuels, Polymers, Plant oils and their uses, Changes in the Earth and its atmosphere, Structure and bonding, Nanoscience, Atomic structure, Analysis and quantitative chemistry, Analysing substances, Rates of reaction, Exothermic and endothermic reactions, Acids, bases and salts and finally electrolysis. There is also internal assessment for Separate Science which is the same as for Science and Additional Science.

In Separate Science Chemistry pupils must also complete extra topics: Purification of Water, Calculating and explaining energy changes, Further analysis and quantitative chemistry, the production of ammonia and finally Alcohols, carboxylic acids and esters.

PHYSICS

Examination Board: AQA (www.aqa.org.uk)

Syllabus Code: Awaiting final accreditation by QCDA

Separate Science Physics covers the same work as the Science and Additional Science during the Remove and Fifth Form, but with extra periods during the week allows us to cover the work in more detail in the Separate Science course. The topics covered in the Remove and Fifth Form are: The transfer of energy by heating processes and the factors that affect the rate at which that energy is transferred; Energy and efficiency; The usefulness of electrical appliances; Methods we use to generate electricity; The use of waves for communication and to provide evidence that the universe is expanding; Forces and their effects; The kinetic energy of objects speeding up or slowing down; Momentum; Currents in electrical circuits; Using mains electricity safely and the power of electrical appliances; What happens when radioactive substances decay, and the uses and dangers of their emissions; Nuclear fission and nuclear fusion. There is also internal assessment for Separate Science which is the same as for Science and Additional Science.

In Separate Science Physics pupils must also complete extra topics: Medical applications of physics; Using physics to make things work; Keeping things moving.

The Core Science and Additional Science courses are perfectly adequate preparation for A level Science courses, but because of the extra lessons each week the Separate Science course will provide an even better foundation.

SPANISH

Examination Board: AQA (www.aqa.org.uk)

Syllabus Code: 4698

Spanish is the world's most widely spoken language after English and Mandarin Chinese. It now occupies an immensely influential position in Europe and South America in both economic and political spheres. As Britain plays an ever more influential role in Europe, graduates who are familiar with two or more European languages will be at clear advantage. Language graduates are in demand and studying this subject will improve your job prospects, not just in Britain but in the USA and elsewhere. Spanish combines well with other subjects. Spanish is offered in the Remove and Fifth Form to those pupils who have successfully completed the introductory course in the Fourth Form and who wish to continue to study the language to GCSE.

The Department follows the AQA examination board AQA syllabus and each of the four skills -listening, reading, speaking and writing - is separately tested, the first two being worth up to 20% of the total mark and speaking and writing being worth up to 30% of the total mark. Various extra-curricular activities such as conversation classes and examination skill workshops are offered which pupils are expected to attend.

In line with the revised syllabus, we shall exploit a wider variety of materials in what is necessarily a dense course.

We offer a study visit to Spain for those in the IV Form and Remove studying the subject.

GCSE Curriculum Guide | Academic, Higher Education & Careers Guidance

The Careers Department holds information on higher education institutions as well as offering a comprehensive library, video selection and range of computer-based information. These resources are freely available to pupils. During the Remove year the work begun in the Fourth Form is followed up with more detailed work and advice on specific careers.

In the first term of the Fifth Form most pupils sit the Morrisby careers profile tests. These tests assess in some detail the aptitudes, personality and interests of pupils. Each pupil's report is discussed in an individual meeting with the School's external Careers and Higher Education Advisor, at which potential career, higher education areas and appropriate AS level subject choices are considered and discussed. The School's Head of Careers is also available to offer help, information and advice.

Fifth Form and Sixth Form pupils are encouraged to take part in work experience. This gives them the opportunity to experience a real working environment. Support and advice is available to help pupils arrange work experience which is relevant to their career and higher education interests. The School has many contacts in the professions, in business and in industry who can be of assistance.

There is also a programme of Careers Information Evenings running through the year, each of which focuses on a particular career area, and there is an opportunity for pupils to meet representatives from a wide range of careers, Gap Year organisations and higher education institutions at the Careers, Gap Year and Higher Education Fair which is held at the school annually.

PHYSICAL EDUCATION & GAMES

The programme of Physical Education and Games is designed to provide every pupil with the opportunity to participate in a wide variety of sports. All pupils have one PE lesson per week and a games afternoon as part of their timetabled lessons.

The major team games are rugby, hockey and cricket for boys and hockey, netball and tennis or rounders for girls, played on the School's extensive fields. There is a full programme of matches at all levels in these sports with regular practice sessions for team members.

Eton Fives, golf, tennis, cross country, basketball and swimming all have regular fixtures and a wide variety of other sporting activities including indoor and outdoor football, tae kwan do and horse riding, are available. Full use is made of the Sports Hall, the Swimming Pool and three new Fives courts and the fitness gym was fully refurbished in September 2010.

A recent addition to the Removes games programme is skiing and snowboarding at the Snowcentre in Hemel Hempstead.

ACTIVITIES

As well as academic lessons, Remove and Fifth Form pupils participate in at least four activities during the week including a timetabled games lesson and an activity on a Friday afternoon.

Many pupils take the major sport of the term, as described in the Physical Education and Games section. The rest of the activities are chosen from the following list, which varies slightly from term to term:

Sports

Athletics
Badminton
Basketball
Cross-country
Fives
Golf
Horse Riding
Indoor Football
Scuba Diving
Shooting
Short Tennis
Soccer
Sports Leadership
Squash
Swimming
Table Tennis
Taekwondo

Societies and Activities

Art
Combined Cadet Force
Chamber Music
Chess
Choir
Community Service
Computing
Design Technology
Drama
First Aid
General Knowledge
German, French and Spanish Conversation
Information Technology
Jazz Group
Librarians
Music (string, woodwind, brass groups)
Orchestra

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