

**CURRICULUM GUIDE**

SIXTH FORM  
INSTILLING  
VALUES  
INSPIRING  
MINDS

**The aims of the Sixth Form curriculum are:**

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

**The process of pupils selecting the subjects they wish to study in the Sixth Form can often be a difficult one, but it is only one decision in a larger scheme that will see pupils make further decisions throughout their higher education and future careers. It is an important decision that is the start of a process which will run from now until the pupils leave in the summer of 2023 and beyond.**

It may be reassuring to know pupils will start this process from different directions and starting points. While some pupils will have a clear idea of the subjects they wish to study at A Level, and even the course they wish to read at university, others will be unsure and will take longer to choose their subject combinations.

In conjunction with subject presentations and the Opportunities Fair it is strongly advisable that Fifth Formers speak to their teachers and their Housemaster/mistress/House Parent to discuss their options. It is hoped that pupils will have the resources necessary to make informed and sensible decisions.

As parents and pupils know, the government has undertaken a full reform of A Level subjects in recent years. Almost all subjects are now taught as two-year linear courses with terminal examinations at the end of the Upper Sixth, with a move away from external assessment at the end of the Lower Sixth. Many parents will recognise this examination system as the one they experienced when they were Sixth Formers.

In general terms, reformed A Levels are now more rigorous and the academic demand on the pupil is much higher. In most subjects there is now a broader and deeper Level of content, which requires a higher Level of independent study. Most of the examinations are more stretching because they are testing two years' worth of material in a way that draws together different themes and topics from within the course.

At Mill Hill we have reflected very carefully on how to accommodate the changes to A Level reform in order to offer our pupils the best opportunity for a successful and enriching Sixth Form experience. With the higher demand of linear A Level subjects, the majority of pupils will now choose three A Level subjects, but pupils who wish to take Further Mathematics will complete four A Levels in total.

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

Therefore, in addition to their timetabled academic lessons, we have introduced an exciting enrichment programme to complement the existing expansive range of opportunities available through the co-curricular provision. Pupils should be looking to develop their wider skills through both avenues and should see this as an equally important part of their educational development for future employability and wellbeing.

The Sixth Form curriculum offers a comprehensive package that provides opportunities for academic extension through a variety of courses, as well as time for broader engagement and individual development. Community action, teamwork, study skills and presentation projects remain an integral part of the Sixth Form offer, and the external lecture series tackles 'Business, Personal Finance and Entrepreneurship', 'Inspiring Stories and Adventure' and 'Values and Community', in addition to the vital features of 'Personal Health and Well-Being' and 'Higher Education and Careers'.

This year our current Lower Sixth pupils are choosing from an exciting range of enrichment short-courses that cover a range of subjects from 'The Millhillian School Newspaper' to 'Ted-X' and from 'Sarries Club' to 'Marketing Materials' from a more general career perspective.

In this Curriculum Guide you will find detailed information about each of the A Level courses which the school intends to offer next September. It will be critical for us so make choices which leave as many sensible options as possible open to you.

**Mr John Barron**  
Assistant Head (Sixth Form)

## ADVICE ON CHOOSING YOUR SUBJECTS

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

**Consider your present subjects**

Which subjects do you enjoy? Why do you enjoy them? Is it the subject itself? Or the teacher? Which subjects are you good at?

**Find out about your possible A Level subjects**

What do the A Level courses offered by the school actually cover? Read the Sixth Form Curriculum Guide details carefully so that you make sensible subject choices. It is not always possible to change a course once started, as there may not be space in the course you would like to change to or your preferred combination may not be possible to timetable. Also take note of what GCSE subjects and grades are required for the different subjects.

**Take into account your Careers Guidance Test Report**

Which career area(s) should you keep open? Which A Level subjects are requirements for these careers, and which are optional? Did the Report identify particular academic strengths and weaknesses?

**Talk to your present teachers**

Ask your present subject teachers whether they think that you would be able to cope successfully in their subject at A Level. Ask them to give you an idea of what their subject is actually like at A Level. For subjects you have not taken before, talk to the Head of Department.

**Talk to older pupils doing the courses in which you are interested**

Ask them what the courses in which you are interested are really like? Were they different from what they expected? Does the way you study in that subject suit the way you work best? Is there a large coursework/research assignment component?

**Talk to parents, friends and others**

They can shed valuable light on careers, and possibly on higher education courses, but remember that courses and entry requirements are changing all the time, and advice from people not directly involved in this area can get out of date quickly.

**Find out which A Level subjects are needed for which degree courses**

Visit the UCAS website at [www.ucas.ac.uk](http://www.ucas.ac.uk). You will also find a summary of the A Level subject requirements for many degree courses on the following pages. Think carefully about the relationship between the courses you might study at A Level and your education/career beyond them. Consider also the higher education and career implications of the various combinations of arts/humanities and science subjects.

With **three scientific, technical or mathematical courses** you can go on to courses such as sciences, Engineering or Medicine – but you should feel confident that this is your preferred route, as keeping an arts or humanities subject may help you keep more options open at this stage.

With **two scientific, technical or mathematical courses** plus one arts or humanities subject you can still go on to many Science, Engineering and Medicine courses, but you are maintaining balance in your studies. Employers want scientists/engineers/doctors that are literate and articulate (although these skills may be evidenced from co-curricular and enrichment activities), as well as having a high Level of technical expertise. However, you will need to make more of a decision about which area of Science you might be interested in, i.e. more biological, chemical or physical. You should look carefully at the guidance in this booklet about the subject requirements for different university courses.

With **two arts or humanities courses** plus one scientific, technical or mathematical subject you can go on to many university courses, and you are still showing a good balance of subjects. However, Mathematics/Science/Engineering applications are likely to prove difficult.

With **three arts or humanities courses** only you can go on to a wide range of courses such as administration, financial services, business/management, law, social services and all sorts of creative fields, as well as courses that relate directly to one of more of the A Levels you have taken.

Remember that there is no single 'perfect' path for your career. Most people have a range of talents that will enable them to be successful in many different courses or careers. Quite understandably, the majority of Fifth Formers don't have a clear idea of what careers they want to follow, so make choices which leave open to you as many sensible options as possible.

# A LEVEL SUBJECT REQUIREMENTS FOR COMMON DEGREE COURSES

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

Subject	Usually Essential	Often Preferable
Accountancy	-	Mathematics
Agriculture	Chemistry	Biology
Ancient History	History, Ancient History or Classical Civilisation preferred or required	Mathematics
Anthropology/Human Sciences	Arts/Humanities	Biology
Archaeology	History, Latin or Classical Civilisation	Science subject
Architecture	Mathematics or Physics	A Level Art is not required, although portfolio expected
Astronomy	Mathematics or Physics	-
Biochemistry	Chemistry	Biology or Mathematics
Biological Sciences	Biology and Chemistry	-
Business Studies	Mathematics occasionally required or preferred	-
Chemistry	Chemistry	Science/Mathematics
Chemical Engineering	Chemistry and Mathematics	Physics
Classics	Latin or Greek usually preferred or required	-
Computer Science	Mathematics	Computer Science
Dentistry	Chemistry	Mathematics/Biology/Physics
Drama/Theatre Studies	Theatre Studies	English
Economics	Mathematics	Further Mathematics at very competitive institutions
Engineering (most types)	Mathematics and Physics	-
English	English Literature	Modern language GCSE at certain universities

Environmental Science	-	Biology and Chemistry
Food Science/Technology	Chemistry	Mathematics/Biology/Physics
French	French	Second modern language
Geography	Geography	-
Geology	Two or three subjects from Sciences and Mathematics	-
German	German	Second modern language
History	-	History
Law	No specific subject requirements, though at least one 'essay' subject recommended	-
Management Studies	-	Mathematics
Materials Science/Metallurgy	Mathematics/Science subjects	-
Mathematics/Statistics	Mathematics	Further Mathematics
Medicine	Chemistry and Biology	-
Music	Music	-
Pharmacy/Pharmacology	Chemistry	Biology
Psychology	One or two Science Mathematics subjects (no A Level subject requirements for some courses, although becoming rarer) Most universities will expect at least a Grade 6 in GCSE Mathematics.	-
Quantity Surveying	A Science subject may be required for some courses	-
Spanish	Spanish	Second modern language
Sports Science	Many courses will except one Science/Mathematics subject (some courses will treat Physical Education as a Science equivalent)	-
Theology	No specific subject requirements, though Religious Studies would be advantageous	-
Veterinary Science	Chemistry	Mathematics/Science subjects

### Why study Art?

Art is appropriate for those who wish to have an introduction to professional practice in a creative and visual world and those who are interested in culture and the history of ideas. A Level Art is about looking, understanding and expressing ideas. The most important indicator of suitability is those with the ability to make intelligent, well-observed drawings and in-depth, perceptive articulation about artwork. The disciplines that can be explored on the A Level course are painting and drawing, printmaking, sculpture, textiles, photography and moving image.

### Entry requirements

Grade 6 in GCSE Art. A portfolio of work is also required for consideration. Grade 6 in GCSE English Language is also required.

### Course outline

The A Level is a two-year course. In the first year, pupils develop a body of artwork and an extended essay, which together are worth 60% of the awarded marks. The remaining 40% of the marks are awarded in the final year of the course, where pupils take an exam project. The exam project requires pupils to produce a body of artwork which communicates a theme set by the examination board (Edexcel).

### To achieve the marks awarded pupils must:

- use their own ideas to generate starting points
- understand how the works of other artists relate to ethical, political social and historical contexts
- undertake sustained visual experiments by way of developing and refining artwork
- develop visual language to communicate ideas and be open to working with new media
- demonstrate skilful use of the formal elements: line, tone, colour, shape, form and structure
- record evidence of progress made in ongoing critical and analytical review
- respond in an individual and personal way to a theme, stimulus or concept
- make connections between investigations and creative intentions
- realise intentions by producing and presenting unique outcomes

### Course delivery

This course is designed to support young artists. Aims and objectives of the Art A Level course are to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement

- independence of mind in developing, refining and communicating the pupils' own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design

### Higher education and career opportunities

A degree in the visual arts provides pupils with a wide range of transferable skills. Critical thinking, problem-solving and an understanding of aesthetics are increasingly valuable tools in the workplace.

[www.theguardian.com/commentisfree/2017/jan/01/creative-industries-key-to-uk-economy](http://www.theguardian.com/commentisfree/2017/jan/01/creative-industries-key-to-uk-economy)

*...the UK's creative industries contribute almost £90bn net to GDP; it accounts for one in 11 jobs, a rate rising more quickly than all other parts of the economy. These jobs are also among the least likely to be lost to automation.*

*Many of our commercial companies are shining examples of ingenuity and entrepreneurship. The link between culture and tech and science is strong and growing. Our publicly supported arts are largely very well run, deploying scant resources with great skill.*

*"...the future of the country depends on having creative innovative people; we need this sort of creativity and ability to respond to change. We are moving to an age where the visual becomes ever more important and everyone needs to be skilled in understanding the visual. Just as they need to be trained in maths and literacy, they need to be trained in sound, film, and the visual arts and so on."*

**Sir Nicholas Serota, Chair of Arts Council England**

The most popular and recommended pathway into a career in the visual arts is an Art Foundation course. There are two benefits to doing an Art Foundation before degree Level study. Firstly it provides pupils with time to consider what artistic road to take. In addition, an Art Foundation course will give them the best chance at competing for a degree course. They will have the chance to hone a portfolio which is significantly more advanced.

Pupils wishing to further their art education will be supported in their higher education pathways, in the application, portfolio and interview process.

Contact for further information.  
**Miss L H Randell, Head of Art**

### Why study Biology?

This is an academically challenging course which is highly respected by universities. This course will give you the skills, knowledge and understanding to make decisions about the way Biology affects your everyday life, by applying concepts to contemporary areas of Biology and highlighting its relevance to scientific developments. Pupils will be expected to: demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures: apply knowledge and understanding in a theoretical and practical context as well as interpreting both qualitative and quantitative data: analyse, interpret and evaluate scientific information, ideas and evidence, including making judgements, reaching conclusions and developing and refining practical design and procedures. Additionally, this is an experimental subject, so your education involves both learning concepts in a traditional setting as well as a great deal of practical work.

### Entry requirements

Grade 7 in Biology and Chemistry components of combined science. If taking Combined Science we would expect your mark in the Biology component to be of at least 7 standard. Grade 7 in GCSE Maths and Grade 6 English Language are also required.

### Course outline

In Year 1: Biological molecules, cells, organisms exchange substances with the environment, genetic information, variation and relationships between organisms.

In Year 2: Energy transfers in and between organisms, organisms respond to changes in their internal and external environments, genetics, populations, evolution and ecosystems, control of gene expression.

Pupils will complete required and additional 'teacher' practicals throughout the two-year course, designed to help develop investigative skills, experience using a variety of practical equipment and reinforce concepts encountered in the AQA specification. This practical work will include a three-day residential field trip to a field studies centre in Surrey, where the pupils will complete the majority of their learning on the Ecology topics.

The course is assessed by three written examinations. All papers will consist of a mixture of short and long answer questions, extended response, comprehension question and essay for the final paper. Throughout the papers there will also be questions related to practical techniques and the final paper will include critical analysis of given experimental data. A separate assessment of 'practical competency' will assess the ability of pupils in practical skills at A Level over a series of 12 core practicals. The practical grade is reported as 'pass' or 'not reported' but does not affect the overall A Level grade.

### Course delivery

The qualification builds on the knowledge, understanding and process skills that you achieved in GCSE Combined Science and Biology. In A Level Biology you will need to be able to communicate effectively, carry out research, work independently and critically think about problems. Lesson activities include pupil presentations, pupil discussion, completion of written questions, creating models of biological processes, role-play, competitions and more traditional teacher-led presentations. Increasingly, flipped learning is incorporated into the curriculum so pupils arrive at lessons already well versed in the basics of the topic they will be learning about in detail. In addition, there is an increased weighting of mathematical skills within the Biology course. Each pupil will have two teachers each year, each teacher delivering eight lessons a fortnight. Practical work fits seamlessly into long-term plans where appropriate, to consolidate knowledge from lessons.

### Higher education and career opportunities

Biology is suitable for you if you have an interest in, and enjoy Biology, and you want to find out about how biological processes operate and the impact they have on the world. In addition, A Level Biology is a highly respected qualification which will help you to progress onto further studies in higher education or support other qualifications, such as Medicine or Veterinary Science, or enter biology-based employment. Specific areas of study which benefit from or require Biology include: Medicine, Dentistry, Veterinary Medicine, Biomedical Sciences, Pharmacology, Pharmacy, Biochemistry and any variation of a Biology degree.

Contact for further information  
**Dr K R Damberg, Head of Sciences and Biology**



## Why study Business?

Business is a dynamic subject. You will learn about the diverse nature of business enterprise and the interdependence of the various parts of the business world. You will explore business success and business failure, investigate local, national and global business markets, and understand how businesses need to adapt and respond strategically to the changing environment in which they operate to survive and grow. This constant evolutionary process makes Business a fascinating subject. The stimulating course content will encourage you to develop your skills as independent learners, critical thinkers and decision-makers – all personal assets that can make you stand out as you progress to higher education and/or the workplace.

## Entry requirements

Grade 6 in GCSE Mathematics and Grade 6 in GCSE English Language.

## Course outline

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

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

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

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

Candidates will tackle data response and essay questions on marketing, people and global businesses (Themes 1 and 4). Each section in Paper 1 comprises of one data response question broken down into a number of parts, including one extended open-response question.

## Paper 2: Business activities, decisions and strategy (35% of the A Level; 2 hours)

Candidates will tackle data response and essay questions on business activities, decisions and strategy (Themes 2 and 3). Each section in Paper 2 comprises one data response question broken down into a number of parts, including one extended open-response question.

## Paper 3: Investigating business in a competitive environment (30% of the A Level; 2 hours)

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts. There will be a pre-released context document issued in November of the previous year. The context will focus on a broad context, such as an industry or market in which businesses operate. Each section in Paper 3 comprises one data response question broken down into a number of parts, including one extended open-response question.

## Course delivery

The subject is about the application of theory to business problems, so an awareness of the role of business in society is vital. The course will use case studies and topical material to help you to learn the skills of analysing a business problem. You will need to be prepared to look below the surface and to take a flexible approach when considering business strategies and solutions.

The transferable skills underpinning the units include carrying out calculations, interpreting and analysing data, developing arguments and making judgements and decisions. You will also participate in class discussions about current business issues and be asked to carry out presentations.

## Higher education and career opportunities

If you are interested in the world of business and you would like to understand, examine and practice the skills and attributes of successful entrepreneurs then business is a good subject for you to consider. A Business A Level is well regarded as a means of preparing for a wide range of university courses and particularly those which have a business or management content. It is also a useful preparation if you are considering starting your own business or wish to follow a career in finance, accounting, marketing, management and other business related areas. Whatever your career plans, Business will suit you if you are looking for a stimulating and challenging course that has a real relevance to everyday life.

Contact for further information  
**Mr M S Smith, Head of Business Education**

## Why study Chemistry?

A qualification in Chemistry opens doors to a wide range of careers. Chemistry is involved in our everyday lives and there is a vast range of jobs and careers open to those who have studied Chemistry at any Level; great career opportunities exist both inside and outside the laboratory. Nobody knows what the jobs of the future will look like, but many of them will be created in Chemistry to solve global challenges such as human health, energy and the environment. As well as practical knowledge of the subject, Chemistry pupils develop many other skills prized by employers such as problem solving, numeracy, communication, creativity and data analysis. Gaining these skills means that you can have a future in all sorts of careers from finance to public relations. Chemistry is a required course if you want to study Medicine or Veterinary Science as well as many other related Bioscience degrees.

## Entry requirements

Grade 7 in GCSE Chemistry or 7-7 in Combined Sciences. If taking Combined Science we would expect your mark in the Chemistry component to be of at least 7 standard. Grade 7 in GCSE Maths and Grade 6 English Language are also required.

## Course outline

A Level Chemistry gives you the opportunity to study key concepts in greater detail, some of which have been met at GCSE Level. Over the course, a minimum of 12 core practicals will be carried out to develop and test practical competency. In Chemistry you will need to be able to communicate effectively, be able to carry out research, work independently and think critically about problems. Throughout the course, an appreciation of the relevance of sustainability to all aspects of scientific developments will be linked to the core content of the A Level courses.

## A Level Chemistry includes the following key themes:

- Atomic Structure and the Periodic Table
- Bonding and structure
- Redox
- Inorganic Chemistry and the Periodic Table
- Formulae, Equations and Amounts of Substance
- Organic Chemistry
- Modern Analytical Techniques
- Energetics
- Kinetics
- Equilibria
- Acid-Base Equilibria
- Transition Metals

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

- Paper 1 (two hours) – Advanced Inorganic & Physical Chemistry (and relevant practical skills) (35%)
- Paper 2 (two hours) – Advanced Organic and Physical Chemistry (and relevant practical skills) (35%)
- Paper 3 (two hours) – Any content and any practical skills (30%)

The AQA papers will consist of a mixture of multiple choice, short open-response, extended open response, calculations, data analysis, practical techniques and synoptic-style questions. A separate assessment of 'practical competency' will be used to assess the ability of pupils in practical skills at A Level over a series of 12 core practicals conducted in the teaching laboratories: the grade will be reported as 'pass' or 'fail'. Pupils will be expected to: demonstrate and apply knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical and practical context as well as interpreting both qualitative and quantitative data: analyse, interpret and evaluate scientific information, ideas and evidence, including making judgements, reaching conclusions and developing and refining practical design and procedures.

## Course delivery

The course will suit anyone with a strong interest in how the material world functions and how chemists are able to manipulate materials for the benefit of mankind. This course will give you the skills, knowledge and understanding to make decisions about the way chemistry affects your everyday life by applying concepts to contemporary areas of chemistry and highlighting its relevance to environmental issues of sustainability and scientific developments.

All lessons are taught by subject specialists with each class having two teachers during the course of the year. Individual, paired and larger group work takes place throughout the course, and lessons involve practical work whenever possible. Pupils are expected to read ahead, keep detailed notes and be willing to put in a large amount of independent study during prep in order to learn the chemical knowledge that will become part of their chemical vocabulary. Pupils are expected to participate fully and join in with the Lower Sixth Cambridge University Chemistry Challenge and the Royal Society of Chemistry Olympiad. During Science Week, pupils in the Sixth Form are expected to support Chemistry activities across the Foundation.

The non-exam assessment common practical assessment criteria involves the candidates keeping a record of their practical activities in a dated and marked laboratory notebook. This is subject to scrutiny by the exam board. Throughout the two-year, linear course, there will be regular tests and assessments to enable pupils to monitor their progress. Pupils will need to be mathematically competent to cope with the content of the course.

#### Higher education and career opportunities

You may want to use the well-respected Chemistry qualification to progress onto further studies in higher education or support other qualifications, such as Medicine or Veterinary Science. An A Level in Chemistry is a mandatory requirement for those wishing to read Medicine, Veterinary Science, Dentistry or Pharmacy courses at university. A large number of our pupils go on to read Chemistry and Biosciences at university; those wishing to read or pursue a career in Materials Science, Forensic Science, Environmental

Science, Green Chemistry and Biochemistry would benefit from studying Chemistry at A Level. The scientific and technical knowledge, analytical skills, numeracy, communication skills, management and organisation, logical thinking, teamwork and creativity involved

in being successful as a chemist are prized skills by employers in many fields. Consequently, chemists end up in a wide range of careers, ranging from finance in the city, to scientific research and development, to education.

Contact for further information  
**Dr S Radojevic, Head of Chemistry**



7

Minimum GCSE  
grade requirement

#### Why study Classical Civilisation?

Classical Civilisation will appeal to anyone who is interested in literature, history and art. Pupils will study material from both Greece and Rome and their surrounding worlds, drawn from diverse time periods ranging from Archaic Greece to Imperial Rome. This material will encompass aspects of literature, visual/ material culture and classical thought in their respective social, historical and cultural contexts. Pupils will study a range of evidence and use this to form substantiated judgements and responses. No previous knowledge of Latin, Greek, Classical Civilisation or Ancient History is required, and all topics are studied in English. However, you really do need to have a genuine interest in classical literature, history and culture. If you do not, then this may not be an appropriate course for you.

#### Entry requirements

Grade 6 in English Language, and a 6 in either English Literature, History or Geography.

#### Course outline

There are three components to the A Level course offered by OCR. The World of the Hero This component will explore both Greek and Roman epic, with the study of Homer's *Odyssey* and Virgil's *Aeneid*. The works of Homer are the foundation of the Western literary canon, and the Greeks themselves considered them the cornerstone of Greek culture. In his *Aeneid* Virgil pays homage to Homer, but also to Rome and its leader, Augustus. With their unique composition, and exciting tales of gods and heroes, these works of literature form an excellent grounding for exploration of the classical world.

#### Culture and the Arts

This component involves the study of visual/ material culture. The study of the physical remains of the ancient world is crucial to a comprehensive understanding of it. At Mill Hill we focus on theatre, studying Aristophanes' *Frogs*, Euripides' *Bacchae* and Sophocles' *Oedipus Rex*. Pupils are given the opportunity to explore some of the ideas and ideals important not only to the ancient world but also to the modern one. From ideas about love to those about democracy, pupils will examine thought provoking and interesting concepts that will develop their ability to evaluate and analyse ideas as well as sources.

#### Course delivery

The texts are not studied in isolation, but rather in the context of the social, political and historical settings of the time. Individual responses and ideas are as important as the assimilation of knowledge. Therefore pupils should expect to engage in classroom discussion and debate, testing out their own ideas. All topic areas are examined by written papers, so developing essay skills will be important.

#### Higher education and career opportunities

Classical Civilisation fits very well with any choice of A Level courses and is recognised by universities worldwide. It can be combined with other Arts subjects or can be taken as a contrasting subject to Mathematics and/or the Sciences. The study of Classical Civilisation provides a great variety of issues and information about the classical world which has been so influential on our modern world. It also develops useful skills in terms of analysis, evaluation, comparison and communication, which are transferable to other subjects, degree subjects and careers.

Contact for further information  
**Mr A R Homer, Head of Classics**

6

Minimum GCSE  
grade requirement



### Why study Computer Science?

With technology driving today's modern world, knowledge of technology beyond a basic grasp is becoming ever more important. For example, physicists and chemists often need to model reactions through the use of programmed simulations. Computer Science also teaches you how to problem solve and form algorithms which can be useful in a wide number of subjects. Computer Science is about designing new algorithms to solve new problems. In this sense, Computer Science is no more about computers than astronomy is about telescopes. Many great challenges lie in the future for computer scientists to solve. This course, with its emphasis on abstract thinking, general problem-solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

### Entry requirements

Grade 7 in GCSE Mathematics and a 7 in Computer Science if taken. Those who have not studied IGCSE/ GCSE Computer Science are considered individually, but are unlikely to be adequately prepared to start the A Level course without additional work. Should you be accepted onto the course without a background in Computer Science, you will be expected to invest the necessary time and effort in bringing your skills up to the required Level.

### Course outline

The course builds on the content delivered in IGCSE/ GCSE Computer Science courses. Programming and problem solving will play a significant role in the course and ideally, you will be a confident programmer (which language(s) is unimportant). More important than programming knowledge is the ability to think logically and 'outside the box'. Mathematical reasoning, such as that found in discrete mathematics, is a cornerstone of problem-solving and in both designing and implementing algorithms. The CIE course consists of an AS and an A2 year with each year broken down into a theoretical unit and a programming and problem-solving unit. AS papers are taken at the end of the Lower Sixth and can be retaken in the Upper Sixth. All units are 100% examinable.

### AS Year

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

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

### A2 Year

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

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

### Course delivery

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

There is a wide variety of Computer Science topics covered in both years of the course:

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

### Higher education and career opportunities

This course has been designed for pupils who wish to go on to higher education courses or employment where knowledge of computing would be beneficial. One can study Computer Science and go on to a career in medicine, law, business, politics or any type of science. In the latest Russell Group Informed Choices document, Computer Science/Computing is seen as a useful subject for many different types of university course. As more schools across the UK offer Computer Science, so there is an increase in the number of universities and courses identifying the relevance of Computer Science in diverse areas such as Medicine, Physics, Mathematics, Psychology and Engineering.

Contact for further information

**Mr L A Minett, Head of Computer Science and ICT**

### Why study Design Technology?

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

John Mathers, former Chief Executive, Design Council

The study of DT allows pupils to use creativity and imagination when applying design processes to develop and modify designs and to make prototypes that solve real world problems, through a consideration of user needs, wants and values. Pupils on this course will be encouraged to develop their intellectual curiosity regarding the design and manufacture of products and systems, recognising the impact these have on our daily life. Pupils are encouraged to work collaboratively to develop and refine their ideas, responding positively to feedback from users, peers and expert practitioners. This subject has relevance across a range of professions although many on this course go on to pursue Product Design or Engineering related careers.

### Entry requirements

Grade 6 in GCSE Product Design or similar Technology course. Grade 6 in GCSE Maths and English Language is also required. A portfolio of work is also required for consideration.

### Course outline

The subject is taught through guided units with a practical emphasis. The course is flexible, allowing pupils to pursue a route through the subject which best reflects individual interests and potential career choices. In the Lower Sixth there is a focus on experimenting with a range of materials, developing new skills and gaining confidence in creative problem solving; in the Upper Sixth these skills are applied to a major 'Design, Make and Evaluate' unit. The organisation of the course allows a large proportion of time to be allocated to this component.

The course consists of:

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

### Course delivery

The major coursework unit requires pupils to produce a coursework portfolio and a 3D manufactured product of their own choosing. Candidates start by identifying market needs and opportunities for new products and are then encouraged to think creatively, innovatively and critically through focused research and exploration of design opportunities arising from the needs, wants and values of clients and end users. The final outcome should demonstrate high Level designing, manufacturing and evaluating skills as well as showcasing creativity and

innovation. Pupils' should be open to taking design risks and showing enterprise while also considering their role as responsible designers and citizens. Practical outcomes will be informed by high-Level computer-aided design and manufacturing skills and in-depth subject knowledge. Throughout the unit pupils will take a product through the stages of designing, prototyping and realisation including an awareness of commercial manufacturing pro.

There is also a two and a half hour examination 'Principles of Design and Technology' based on the study of twelve topics that test pupils' understanding of DT theory. Throughout the course there will be a focus on developing a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors. Opportunities will be provided for pupils to integrate and apply their understanding and knowledge from other subject areas, with a particular focus on Science and Mathematics.

### Higher education and career opportunities

All A Level DT pupils will be expected to engage in a range of extra – curricular opportunities to develop the skills, understanding and knowledge that will underpin success in this subject. The most committed of our Sixth Form are celebrated as Subject Ambassadors and the ablest have enjoyed success through the Arkwright Engineering Scholarships and Teen Tech Competition entries. Past pupils have gone on to study a range of related disciplines such as Civil and Automotive Engineering (Bath), Architecture or Interior Architecture (Brighton), Industrial, Robotic or Product Design (Loughborough), Aerospace/Aeronautical Engineering (Southampton), Design Engineering (Imperial College), Product Design (Kingston) and most recently, an apprenticeship at the Dyson School of Design Engineering.

Contact for further information

**Mr A Walmsley, Head of Design Technology**



**Why study Drama and Theatre?**

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

**Entry requirements**

Grade 6 in GCSE Drama and Grade 6 in GCSE English Language or Literature. Previous experience of practical drama is strongly recommended for anyone considering this course. In addition, all external applicants for Drama and Theatre will be expected to pass an audition conducted by the Drama Department.

**Course outline**

OCR's A Level in Drama and Theatre has been designed to be a practical, engaging and creative course. It provides pupils with opportunities to interrogate drama and the work of others, to explore a range of drama as a practical art form, and to work independently to create their own drama performances making informed artistic choices.

The specific units and modes of assessment are shown below:

Practitioners in practice (40%)	Research report, a portfolio and a performance
Exploring and performing texts (20%)	Performance for a visiting examiner, Concept Pro Forma
Analysing performance (20%)	Examined component consisting of extended response essay questions
Deconstructing texts for performance (20%)	Examined component consisting of an annotation of an extract from the text and an extended response question

**Course delivery**

The course is delivered through both practical and academic lessons. We shall study two contrasting plays and make visits to live theatre productions in the West End and elsewhere. Pupils will study the work of two Theatre Practitioners, create their own Devised Drama and act from two published plays. At the end of the course, there are two written exams.

**Higher Education & Career Opportunities**

Drama is an established subject at most British universities as well as at Drama Schools. Career opportunities exist in Theatre, Television, Film and Media as well as Arts Management, Technical work, Advertising and Publicity. All these career opportunities are enhanced by an A Level in Drama and Theatre, a qualification recognised by higher education institutions.

Contact for further information  
**Mrs A L Murphy, Head of Drama**

**Why study Economics?**

What determines the Level of UK interest rates? What are the implications of BREXIT? Should the health service be provided by the state or the private sector? Do the activities of multinationals assist or hinder the development of poor countries? Why has the Chinese economy grown so quickly?

It is an exciting time to study Economics. Many of the most important issues facing society are economic in nature. Whether you are concerned with global warming or global trade, whether you are looking at the collapse of world financial markets or the collapse of your neighbour's small business, you can't get far without knowledge of economics. This course aims to stimulate your interest in how economies work – at personal, national and world Levels.

**Entry requirements**

Grade 7 in GCSE Mathematics and Grade 7 in GCSE English Language.

**Course outline**

There are four themes in A Level Economics.

**Theme 1: Introduction to markets and market failure**

- 1.1 Nature of economics
- 1.2 How markets work
- 1.3 Market failure
- 1.4 Government intervention

**Theme 2: The UK economy – performance and policies**

- 2.1 Measures of economic performance
- 2.2 Aggregate demand
- 2.3 Aggregate supply
- 2.4 National income
- 2.5 Economic growth
- 2.6 Macroeconomic objectives and policy

**Theme 3: Labour market**

- 3.1 Business growth
- 3.2 Business objectives
- 3.3 Revenues, costs and profit
- 3.4 Market structures
- 3.5 Labour market
- 3.6 Government intervention

**Theme 4: A global perspective**

- 4.1 International economics
- 4.2 Poverty and inequality
- 4.3 Emerging and developing economies
- 4.4 The financial sector
- 4.5 Role of the state in the macro economy

All four themes are externally assessed by three written examinations. The examinations in corporate multiple choice questions, short answer questions, data response questions and extended open answer questions.

**Course delivery**

Our approach to economics is to apply economic theory to support analysis of current economic problems and issues, and to encourage you to appreciate the inter relationships between microeconomics and macroeconomics. We provide engaging and up-to-date content in lessons so that you can relate what you are learning to the world around you – locally, nationally and globally. You will develop the knowledge and skills needed to understand and analyse data, think critically about issues and make informed decisions. You will also have the opportunity to engage in debate and discussion with fellow pupils.

Economics has become increasingly quantitative and you will be expected in lessons to use and interpret graphs, tables, bar charts, pie charts and composite indicators. You will also be required to calculate index numbers and elasticity along with marginal cost/revenue and utility calculations.

**Higher education and career opportunities**

You will develop a wide range of skills that universities and future employers value greatly, including the ability to: analyse and interpret qualitative and quantitative data, communicate concisely, think critically and solve problems, apply literary and ICT skills. The subject is well regarded by universities and supports progression into a wide range of other courses including History, Geography, Law, Politics and Mathematics. Related careers could include: accountancy, actuarial analysis, banking, business, finance and journalism.

Contact for further information  
**Mr M S Smith, Head of Business Education**



**Minimum GCSE grade requirement**



**Minimum GCSE grade requirement**

## Why study English Literature?

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

## Entry requirements

Grade 7 in both GCSE English Language and English Literature.

## Course outline

Each of the principal literary genres is taught discretely (Poetry, Prose, Drama). In Poetry there will be a requirement to write about 'unseen' verse. One Shakespeare play will be taught/studied – the chosen text will be one of the major tragedies, usually Othello or Antony and Cleopatra. Pre-1900 and post-1900 texts will be offered – of the latter, one (Modern Poetry) is a post-2000 text.

There will be a mix of final written external examinations and a coursework component. The examinations will attract 80% of the marks, leaving 20% for the coursework. In the examinations and the coursework there will be both 'whole text' and 'close reading' styled assignments. Pupils will be expected to write comparatively about their chosen texts in coursework and of set texts in the examinations.

At least one major topic area will be taught. As examples, this might include 'American Literature', 'The Gothic', 'Women in Literature', 'The Immigrant Experience'. A range of texts (usually three), as well as secondary critical material, will be taught/studied in preparation of these topics.

## Course delivery

Each pupil is taught by two teachers who split the syllabus between them. They will help pupils to develop and hone their skills in critical reading, research and evaluation of the set texts. The contexts in which different literature is written will also feature heavily, ensuring coverage of genres as well as simply individual texts and their authors. The range of texts covered, from the medieval period to the modern day, affords plenty of opportunities for pupils to dramatically widen their literary experiences. They will be encouraged to contribute their ideas in class regularly, whether it be in the form of presentations, mini seminars or general discussion. Each teacher will set an essay on alternate weeks, so it is intended that pupils are writing an assignment for most weeks of the course; this will significantly enhance their ability to write detailed, critical essays. Pupils will be expected and directed to wider reading, both in relation to the set texts and for their own curiosity.

## Higher education and career opportunities

A Level English Literature is a highly valued qualification for almost any degree choice. Critical skills in reading complex texts, communication and the ability to write astutely are all highly prized. Common choices of degree, aside from English Literature/Language, are History, Geography, Modern Languages, Law, Economics and Classics, but the subject will fit firmly with almost any discipline. Its academic weight is very respected.

Likewise, there are numerous career possibilities open to English Literature/Language graduates. These might include journalism, law, business, the arts and education/teaching, but the subject is useful for almost any non-technical choice of career.

Contact for further information  
**Mrs E Kaplan, Head of English**



7

Minimum GCSE  
grade requirement

# EXTENDED PROJECT QUALIFICATION (EPQ)

6

Minimum GCSE  
grade requirement

## Why take an Extended Project Qualification?

The EPQ offers Sixth Form pupils the opportunity to develop their independent learning skills in preparation for university and to demonstrate organisation, planning, research, critical thinking, problem-solving and presentation skills through a project of their own choosing. The EPQ can give shape and focus to an area of academic interest, whilst producing a piece of work that's truly individual!

## Entry requirements

Grade 6 in English Language.

## Course outline

An EPQ is a freestanding qualification and carries UCAS points equivalent to half an A Level. It is therefore possible to achieve an A\* grade. Those who take it do so in addition to their A Level courses; it does not replace an A Level. A 6 in English Language is required.

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

## Course delivery

There is a compulsory skills course taught at the start of the Lower Sixth for all pupils. The EPQ is then started in the second half of the first term and completed by September of the Upper Sixth, in order not to conflict with preparation for A Level exams. Pupils use the Spring and Summer Terms of the Lower Sixth to research and write their EPQ, often using the summer holiday to finish writing. Final presentations are in the final week of September in the Upper Sixth. Marking and moderation of the EPQ takes place in October and pupils can expect to receive their grades in the Spring Term of the Upper Sixth.

## Higher education and career opportunities

An increasing number of universities are making reduced offers for those applicants who have completed an EPQ to a high standard, for example making an AAB offer for courses that normally require AAA, provided an A grade is achieved in the EPQ.

Nearly 40,000 candidates a year enter for the AQA EPQ alone. By demonstrating skills, initiative and interest in a subject beyond the classroom the EPQ can certainly be advantageous to a candidate's university application.

Contact for further information  
**Ms R E Bradley, EPQ Co-ordinator**

# FRENCH

6

Minimum GCSE  
grade requirement

## Why study French?

Studying French at A Level is highly challenging and rewarding. You will rapidly develop your linguistic skills and your cultural understanding of France and the French-speaking world, and learn to think independently and express yourself in sophisticated ways. You will improve your range of vocabulary, registers and tenses and work towards fluency. You will develop your interpersonal and critical skills, and apply these to a range of personal, professional and academic situations.

## Entry requirements

Grade 6 in GCSE French

## Course outline

In the first year you will study French-speaking society and culture, including French music and cinema, in particular musicians such as David Guetta and actors and directors such as Juliette Binoche. You will also conduct an in-depth study of a French film. In the second year you will study society and politics in the French-speaking world, and conduct an in-depth study of a French novel or play. There will be three examinations at the end of the Upper Sixth.

## Course delivery

A Level French entails developing almost fluent spoken French and enhancing your grasp of written structures, grammar and vocabulary through the study of cultural, social, political, historic and economic topics of contemporary interest. Materials such as newspapers, books and videos are widely used. Each pupil has a dedicated speaking lesson every week to increase confidence and fluency. You will need to keep abreast with current and affairs and are expected to read around the subject, in addition to the set prep of five hours per week. The course focuses on honing speaking and writing skills in particular. This includes writing techniques, including translation, structuring essays and debating skills. You will also complete an independent research project on a topic of your choice, which will be discussed in the speaking exam.

## Higher Education and Careers Opportunities

Modern Language graduates are highly sought-after by employers. Studying a language at A Level allows you to develop excellent social and communications skills, an asset in any career. The jump from GCSE to A Level, however is larger than many expect, due to the wider range of syntax and grammar.

Contact for further information  
**Mr J M Norbury, Head of Modern Languages**

## Why study Geography?

Geography is a multi-disciplinary, exciting subject that fits as a perfect bridge between the sciences and the arts. The variety of topics covered ensures Geographers are well-rounded, informed and passionate individuals with a clear idea of how the world works both physically and from a human viewpoint. A Level Geography provides pupils with the opportunity to study contemporary topics in more depth, such as international conflicts, economic geography, and climate change – all of which hold great importance to our world today. Geographers may be considered amongst the most employable graduates, given their range of expertise across multiple issues and conflicts, whilst Sir Michael Palin claims “*Geographers hold the key to the world*”.

## Entry requirements

Grade 6 in GCSE Geography, Maths and English Language.

## Course outline

The structure of the Edexcel specification ensures equal coverage of human and physical geography; Papers 1 and 2, whilst Paper 3 is the synoptic element. This links together multiple themes covered in Papers 1 and 2 and allows pupils to better stretch their knowledge and understanding. Finally, pupils have the opportunity to complete an exciting new aspect, the Independent Investigation. This research project, based on any Geographical topic, allows pupils to explore in-depth their favourite aspect of Geography and is highly regarded by universities.

## Course delivery

Geography lessons use a range of activities to cover the curriculum, being both practical and theoretical in nature. Fieldwork forms an important part of the new curriculum and pupils can expect to go on a residential field trip in the first year of the course. Debate and discussion are two techniques used particularly on the human side, whilst physical Geography lends itself easily to the use of technology, for example creating online weather reports. The curriculum is split into human and physical lessons, which are taught by two separate subject specialists, thus ensuring the highest quality of teaching. It is desirable for a Geographer to have an interest in the world around us, thus reading is of great importance to A Level Geography. Critically reading the news is especially important, covering a range of publications, in order to provide pupils with breadth as well as depth of knowledge. Geography fits neatly with both Science and Arts subjects and therefore any subject combination is suitable for A Level Geography.

## Higher education and career opportunities

Geography is one of the most popular subjects at university, providing pupils with a choice between a Bachelor of Arts and a Bachelor of Science, thus appealing to a range of pupils with different skill sets. Geographers are highly sought-after graduates, being offered jobs in traditional industries such as mining, accountancy and estate management. However, with Geographers holding so many skills, they are valuable to new industries such as sustainability consultancy, app development and biofuel firms. Geographers even reach the highest echelons of power; former Prime Minister Theresa May holds a Geography degree from the University of Oxford.

Contact for further information  
**Miss G R Booth, Head of Geography**

6

Minimum GCSE  
grade requirement

## Why study German?

Studying German at A Level is both highly stimulating and rewarding. You will learn to express yourself with confidence, as you master the language and expand your vocabulary. Your knowledge and understanding of Germany and the German-speaking world will also develop, allowing you to debate a range of different topics relating to the German speaking world with confidence.

## Entry requirements

Grade 6 in GCSE German

## Course outline

In the first year of A Level German, you will study a wide range of topics. These include technology, youth culture (fashion, music, television), art, Berlin and its history and cultural life. You will also study the play ‘*Der Besuch der alten Dame*’ (The Visit). This is a brilliant tragicomedy by the Swiss dramatist Friedrich Dürrenmatt. Its themes (for example, how money can corrupt) are as relevant today as they were when it was written in 1956.

In the second year, you will study immigration, integration, racism, Germany and its role in the EU, political engagement of young people, and the reunification of Germany and its consequences. You will also study the gripping and remarkable film ‘*Das Leben der Anderen*’ by the director Florian Henckel von Donnersmarck. This looks at life in the former GDR, the role of the Stasi and how artists lived their lives under this oppressive regime.

At the end of the Upper Sixth, you will be examined across three papers.

## Course delivery

In the Sixth Form, you will cover a large range of topics, as well as hone your grammatical skills and increase your vocabulary. In addition to your lessons with your German teachers, you will have a dedicated conversation class with a German Assistant every week. This will increase your confidence and fluency in the language. You will learn from reading authentic materials (newspapers, magazines, books, video recording), as well as by keeping abreast with the current affairs in the German speaking world.

A Level German focuses on honing the speaking and writing skills, including translations into German and English. Teaching you to structure your thoughts and ideas clearly in essays, and the ability to debate are key skills. There is also an element of independent study where pupils complete an individual research project on a topic of their choice, which is then discussed in the oral examination.

## Higher Education and Careers Opportunities

Modern Languages graduates are in great demand and are highly sought-after by employers. Those who have studied a language successfully to A Level develop excellent social and communication skills, which are an asset in any career. However, the jump from GCSE to A Level German is larger than you may expect, as the range of registers, syntax and grammar is greater than at GCSE.

Contact for further information  
**Mr J M Norbury, Head of Modern Languages**

6

Minimum GCSE  
grade requirement



### Why study Government and Politics?

The political landscape has never been more unpredictable than at the present time with old assumptions and institutions under challenge from the rise of populism with its profound consequences both in the UK and USA. Politics should appeal to anyone who is interested in the structures of authority and power within British society and the USA. The course provides pupils with a clear understanding of the theories, motives and values that underpin political processes and governmental decision-making. It also examines the role of key institutions in the UK and the US exploring how they resolve conflicts, allocate limited resources and respond to changing political behaviour. In addition pupils will explore the key ideologies which have shaped the polity of the UK and the USA and the key thinkers who have developed political thought and discourse in the areas of conservatism, liberalism, socialism and feminism.

### Entry requirements

Grade 6 in GCSE History or Geography and Grade 6 English Language.

### Course outline

The A Level course comprises three modules: each equally weighted and assessed by a written examination.

### Component 1: UK Politics & Core Political Ideas

This unit introduces pupils to the study of politics by looking at the central ideas of citizenship, democracy and participation by examining the role and development of parties, pressure groups, the electoral system and referendums. Pupils will learn about the traditional political ideas of conservatism, liberalism and socialism, how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.

### Component 2: UK Government & Non-core Political Ideas

This unit examines the functioning of the constitution, the role and significance of Parliament, the power of the executive and the effectiveness of the courts in protecting civil liberties. Pupils will learn about the political idea of Feminism, its core ideas and principles, the divisions and key thinkers.

### Component 3: The USA & Comparative Politics

This module involves a study of the US Constitution and federalism, Congress, the Presidency and the Supreme Court. In addition issues of civil rights, democracy and participation are covered. The comparative element examines rational, cultural and structural approaches to explaining similarities and differences in the government and politics of different countries with a comparison of the main features of the UK and US systems.

### Course delivery

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

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

### Higher education and career opportunities

The first year of a Politics degree will often involve an introduction to international relations, political science, political systems and institutions and comparative politics. Pupils will examine domestic politics in various nations and draw parallels. The following years may involve the study of topics like political protest, political violence, gender in politics, global security, war and terrorism, empire, environmental politics, politics of asylum, states and markets, parliamentary studies and the role of non-governmental organisations like the United Nations, International Monetary Fund and World Bank. Many choose to study individual ideologies, such as Marxism or liberalism, or countries' journeys through particular periods of history, like South Africa since apartheid, Russia since the Cold War or post-war Germany; or individual parties and their evolution, like the rise of New Labour.

The transferable skills a Politics degree develops are in high demand. Politics graduates have a wide variety of career choices and will gain the understanding required to work in almost any industry. The transferrable skills acquired in the course of a politics degree include the ability to think critically, conduct research thoroughly and communicate effectively. Some eventually become MPs, starting off as parliamentary researchers, special advisors, or civil servants. Other graduates pursue careers in public affairs, marketing, media and communications, business, finance, and human resources, with many working for supranational organisations. Whilst some will go on to work in think tanks, pressure groups and charities.

Contact for further information  
**Mr M Dickinson, Head of History and Politics**

### Why study History?

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

### Entry requirements

Grade 6 in GCSE History and English Language.

### Course outline

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

### Unit 1: A British Period Study with an Enquiry Topic: The Mid-Tudor Crises 1547-1558 and Elizabethan England 1558-1603

The Period Study is an essay-based course covering the political dynamics of the Elizabethan monarchy, including the roles of the court, Privy Council and parliament; the Elizabethan religious settlement, the Puritan challenge and Catholic threats; marriage and succession; the threat of Mary Queen of Scots, the Northern Rebellion and foreign policy.

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

The examination is an hour and a half and is worth 25% of the total A Level.

### Unit 2: A European Period Study: Russia 1894-1941

This unit covers the rule of Tsar Nicholas II, the causes and events of the 1917 Revolutions, the Bolshevik consolidation of power under the leadership of Lenin, and the rise to power and rule of Stalin. The examination is one hour and is worth 15% of the total A Level.

### Unit 3: A Thematic Study and Historical Interpretations: Civil Rights in the USA 1865-1992

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

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

The examination is two and a half hours and is worth 40% of the total A Level.

### A topic-based Essay of 3000-4000 words

This essay may arise from content studied elsewhere in the course or be on a topic of the pupil's choice. The essay is worth 20% of the total A Level.

### Higher education and career opportunities

History can be studied as a single honours degree, including Ancient and Modern or easily combined with a number of other subjects. Many Millhillians have gone on to study History or courses such as History and Politics, History of Art, Economic History, and even History and Law. The study of history develops an array of skills including independent critical thinking, analysis of a range of data, the ability to process and synthesise vast amounts of information, all of which are crucial in the world of work. The ability to analyse and then prioritise information is vital to decision making.

If studied at an esteemed university, a degree in History can be an impressive and attractive feature on a CV. Graduate prospects in the top 10 UK universities for History are generally high. Studying History provides a pupil with transferable skills which are invaluable in many jobs. The intellectual training involved in studying History means that after graduating, History pupils go on to forge a wide range of careers in academia, research, the civil service, politics, journalism, consultancy, banking, business, PR, marketing, retail, accountancy and more. Many pupils intending to pursue a career in the legal profession undertake a History degree before taking a law conversion course.

Contact for further information  
**Mr M Dickinson, Head of History and Politics**



## Explanation

This qualification, administered through University of Cambridge ESOL Examinations and British Council, is an essential requirement for overseas pupils wishing to study at UK universities or in other countries where English is the first language. As such it is expected that all overseas pupils will take it. The IELTS course not only prepares pupils for the examination with tasks that require realistic skills useful for university: it also helps pupils improve their overall Level of English which underpins their other A Level subjects.

IELTS is a public examination and is taken off site, at a local university, typically in the Summer Term of the Lower Sixth. Entry for the exam is facilitated by the Head of EAL who will accompany pupils to the exam centre.

## Examination outline

The exam consists of reading, writing, listening and speaking papers, graded individually and combined to give an overall score. The scores are reported on a nine band scale with 1 being the lowest and 9 the highest. Each UK or overseas university has its own minimum entry requirement. The exam's validity expires after two years, meaning that it must be taken no more than two years before the pupil starts at university.

## Course delivery

At Mill Hill, there is a two-track system for this exam.

### Track 1

The vast majority of Lower Sixth pupils will do a one year course with three lessons per week covering the main skills, as well as lessons focussed on grammar and vocabulary. The course uses a variety of material and course books. Pupils are expected to be pro-active, independent learners.



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

### Track 2

For those who have taken IELTS before or who already have an IGCSE/GCSE English (first language) grade B or above there is a possibility of attending the Fast Track Programme. This runs from September as part of the Activities programme and is every Saturday morning in the first half of term with a view to taking the exam in the second half. If it is felt that a pupil on the Fast Track Programme is unlikely to achieve the band they need for their university of choice they will be asked to return to the main course.

### Upper Sixth EAL

After completing the IELTS course in the pupils continue to be supported with their English in the Upper Sixth with one English lesson a week. This is to ensure the maintenance of their Level of English, essential for their future university life and career, and to give them an opportunity to ask for help with English for their A Level subjects.

Contact for further information  
**Ms K E Ferson, Head of English  
as an Additional Language**

# LATIN

## Why study Latin?

Like all arts subjects, Latin is not a vocational subject, but rather a discipline which uses the language and subject matter to develop a range of personal skills which are useful for other A Level courses and greatly valued by higher education institutions, which recognise the breadth and academic rigour of the subject. It remains fair to say that Latin is one of the most highly regarded 'traditional' (and 'facilitating' – Russell Group universities) subjects. A successful Latin candidate will not only have a well-developed linguistic ability and understanding through analysis of a logical language and its influence on modern languages (especially Portuguese, Spanish, Italian and Romanian); he or she will also have a developed imagination and wide-ranging experience of many issues raised by the literature and culture of Rome as well as an ability to formulate a considered response to them.

## Entry requirements

Grade 6 in GCSE Latin and Grade 6 in GCSE English Language or Literature.

## Course outline

The aims of the course are

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

Assessment is entirely by written examination.

The components are:

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

## Course delivery

Aside from further study of the Latin language, these will depend to a large extent on the literature, Prose and Verse (for example Cicero/ Virgil) specified each year by the examination board. There are prescribed authors for the Unprepared Translation section of the examination; for verse it will be Ovid (hexameters/ elegiac couplets) and for prose, Caesar or Livy. This encourages general reading of these authors to become accustomed to their style and subject matter in preparation for the passages chosen in the examination.

## Higher education and career opportunities

Latin fits very well with any choice of A Level courses, and is recognised by universities worldwide. It can be combined with other arts subjects, or can be taken as a contrasting subject to Mathematics and/or the Sciences. It is particularly appreciated in the fields of Medicine and Computer Programming. The study of Latin provides a great deal of information about several major world languages, and it also develops useful skills in terms of linguistic analysis, comparison and communication, which are transferable to other language-based or logical subjects, as well as to a wide range of careers; presently the Prime Minister is a Classics degree holder as is the Chief Secretary to the Treasury.

Contact for further information  
**Mr A Homer, Head of Classics**



6

Minimum GCSE  
grade requirement

**Why study Mathematics?**

Mathematics is the tool of the engineer, physicist, chemist and economist; this makes both Mathematics and Further Mathematics versatile qualifications, well-respected by employers and both facilitating subjects for entry to Higher Education. Pupils of Mathematics become better at thinking logically and analytically. Through problem solving you develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results helps you to formulate reasoned arguments. The mathematical skills you learn in A Level Mathematics are of great benefit in other A Level subjects such as Physics, Chemistry, Biology, Computer Science, Geography, Psychology, Economics and Business. Furthermore, studying A Level Further Mathematics is likely to improve your grade in A Level Mathematics.

**Entry requirements**

Grade 7 in GCSE Mathematics is required for A Level Mathematics.

Further Mathematics is designed to be tackled by the most able mathematicians and should only be considered if pupils achieve at least grade 8 in GCSE Mathematics.

**Course outline**

The A Level Mathematics course consists of Pure Mathematics and Applied Mathematics in the ratio 2:1. The Pure Mathematics content covers topics such as algebra, trigonometry, coordinate geometry, calculus and the Applied Mathematics syllabus covers both Statistics and Mechanics over the two years of the course. At the end of the course, you sit three exams of a similar weighting.

A Level Further Mathematics is a stimulating and challenging course that involves the study of a second A Level over the course of two years. In addition to studying the A Level topics in greater depth, additional topics such as Complex Numbers, First and Second Order Differential Equations, Polar Coordinates, Hyperbolic Functions, Motion in a Circle, Statics of Rigid Bodies, Elastic Strings and Springs and Hypothesis Testing in Statistics are covered.

Because of the demands of the Further Mathematics course, consistently high results will be expected throughout the two years, including from mock examinations within the first term of the Lower Sixth.

**Course delivery**

The course delivery can be described as a three-stage process that is being constantly repeated. Firstly, you are exposed to a new topic. In the second stage, you practise the newly acquired skills either independently or with the help of your peers and your teacher; this is also the time when 'knowing' gradually turns into 'understanding'. In the final stage, you try to apply what you have learnt into solving real-life problems. You are also given the opportunity to explore further connections between different areas of Mathematics, often resulting in greater insight into the subject.

In order to succeed in this A Level, for every hour spent in the classroom, you are expected to spend the same amount of time practising and consolidating your work at home. Your progress in the course is regularly assessed using end of chapter progress tests.

**Higher education and career opportunities**

For progression to many courses at university it is important to have strong Mathematics skills. For most Science, Technology, Engineering and Mathematics (STEM) degree courses, A Level Mathematics is a requirement.

Careers for those with good mathematics skills and qualifications are not only well paid, but they are also often interesting and rewarding. People who have studied Mathematics are in the fortunate position of having an excellent and wide choice of careers.

Contact for further information  
**Mr T Trhlik, Head of Mathematics**



**Why study Music?**

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

**Entry requirements**

Grade 6 in GCSE Music plus a Grade 5 performance standard (you do not have to have taken the exam) in at least one instrument. A pass at ABRSM Grade 5 Theory (or above, or an equivalent qualification) is required. The Director of Academic Music will consider applications from those who have relevant musical experience, but have not studied GCSR Music, on an individual basis.

**Course outline: Performance (30%)**

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

**Composition and Compositional Techniques (30%)**

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

**Listening and Appraising (40%)**

At A Level, pupils study a variety of topics from the 16th Century to the present day. The topics and works studied are chosen with the interests of the particular pupils in mind. These are assessed with a written exam featuring aural questions on unfamiliar pieces and essay writing. Possible topics include:

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

**Course delivery**

Lessons aim to build and develop a wide variety of skills including aural recognition, composing in a classical vein, free composition, score reading, musical analysis, independent research, presenting, essay writing, performing, appraising, identifying differences between performances of the same piece, learning about historical, musical and social contexts and the provenance of pieces.

**Higher education and career opportunities**

Music graduates are employed across a varied range of fields. Unsurprisingly, a large proportion (50%) work in the creative industries, but the roles performed by graduates vary greatly. Graduates work in publishing, editing, media production, broadcasting, and marketing, as well as finance and banking legal services and consultancy. A number work with professional ensembles, but not all are performing as musicians – many work in management roles.

Contact for further information  
**Mr A Chakravarty, Director of Academic Music**



## Why study Physical Education?

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-examination assessment component, you will also develop a wide ranging knowledge into the how and why of physical activity and sport. The combination of physical performance and academic challenge provides an exciting opportunity for pupils. You can perform, and then through the academic study improve your performance or coaching through application of the theory. Physical Education is studied through a range of different contexts and the impact it has on both our own and other's everyday lives. You will learn the reasons why we do things, why some people out-perform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having in and on physical activity and sport.

## Entry requirements

Grade 6-6 in GCSE Combined Science, 6 in GCSE Biology or 6 in GCSE PE Theory Paper or 6 in English language is required. Although successful completion of a GCSE in Physical Education is desirable it is not essential. Work can be provided over the summer break to help bridge this gap in knowledge. However, it is a minimum requirement that pupils make a full commitment in either the role of a performer or coach inside or outside of school on a regular basis, including training and competition.

## Course outline

### Course delivery

Component	Format	Weighting
Physiological Factors Affecting Performance Anatomy and Physiology, Exercise Physiology, Biomechanics	Written examination	30%
Psychological factors Affecting Performance Skill Acquisition, Sports Psychology	Written examination	20%
Socio-cultural and Contemporary Issues Sport, society and technological influences	Written examination	20%
Performance within Physical Education Practical Performance or Coaching, Evaluation and Analysis of Performance and Improvement	Practical and Oral presentation	30%

The course is taught through interesting and challenging learning experiences, linking key sporting ideas with practical performance and gaining insight into the relationships they have with each other. A typical lesson may commence in one of the theory classrooms before moving into a practical setting to see and experience first-hand the theoretical concepts in practice. The development of transferable skills include; decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking and acting under pressure.

## Higher education and career opportunities

University courses for which A Level Physical Education is an asset include: Sport and Exercise Science; Medicine; Psychology; Coaching; Sport Management; Exercise and Health. Career opportunities include: Medical disciplines; physiotherapy; occupational therapy; dietitian; teaching or coaching; sports technology; performance analysis.

Contact for further information

**Mr D L Townson, Head of Physical Education**

## Why study Physics?

Physics is best studied by those who enjoy both experimenting (investigating, understanding and predicting events in the material world) and theorising (precise logical reasoning and problem-solving of an abstract kind, similar to that met in Mathematics). The subject demands a high Level of mathematical and written communication skills. If you wish to better understand the world around you Physics is the subject for you. At the end of the course you will be able to explain what the fundamental constituents of all matter that form everything on Earth are and why the Earth has an atmosphere and many other bodies do not.

## Entry requirements

Grade 7 in GCSE Physics or 7-7 in Combined Sciences. If taking Combined Science we would expect your mark in the Physics component to be of at least 7 standard. Although our A Level Physicists are not strictly required to take A Level Mathematics we would strongly advise pupils considering A Level Physics to include A Level Mathematics in their combination. Grade 7 in GCSE Maths and Grade 6 English Language is also required.

## Course outline

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

The specific topics studied are:

## Core

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

## Options

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

The assessment involves six hours of terminal written papers which will be roughly divided into the following units:

## Paper 1

Measurements, Particles, Waves, Mechanics and Electricity (35%)

## Paper 2

Thermal Physics, Fields and Nuclear Physics (35%)

## Paper 3

Practical Skills and Data Analysis and Turning Points in Physics (30%)

All papers will consist of a mixture of multiple choice, short open, extended open response, calculations, data analysis, practical techniques and synoptic style questions.

A separate assessment of 'practical competency' assesses the ability of pupils in practical skills at A Level over a series of 12 core practicals. The practical grade will be reported as 'pass' or 'not reported' but does not affect the overall A Level grade awarded.

## Course delivery

The Physics Department follows a strategy of flipped learning and this means that there is an expectation to pupils to complete a large degree of prior study (or preparation) before each lesson and a timetable is supplied for pupils to assist them in this. This allows lessons to be geared towards the higher end content and skills that are found in the course.

You will find that your lessons will be split largely between ones where you are practising, and improving, your problem-solving skills within the context of your current topic and others where you are completing practical work (including data analysis). We do not spend valuable lesson time making notes that can be found in your textbooks.

## Higher education and career opportunities

The Physics A Level is considered very valuable by all institutions and it can lead on to a wide number of degree choices. However, the most directly linked are courses in Physics, Engineering, Mathematics and Architecture. You will find Physicists occupying jobs in every conceivable field. This is because a Physics education develops both problem solving and analytical skills of a pupil. The majority of Physicists tend to go onto careers in Finance, Banking, Defence, Consultancy, IT and further research.

Contact for further information

**Mrs L E Bailey, Head of Physics**

6-6

Minimum GCSE grade requirement

7

Minimum GCSE grade requirement

**Why study Psychology?**

Psychology is the scientific study of the mind and behaviour. Psychology is well suited to pupils who are curious, and enjoy thinking about and researching questions such as ‘How does memory work?’ ‘How is our behaviour influenced by those around us?’ ‘How do our early attachments affect the relationships we form in later life?’ Due to the cross-curricular nature of Psychology, with strong links to Biology, Mathematics and humanities, pupils with an A Level in Psychology have gone on to study a variety of different courses at university.

This also makes Psychology an excellent subject to pair with a diverse range of subjects at A Level for example, Physical Education, Biology or any humanities subject. Studying Psychology will allow you to have a better understanding of the human mind and how everyday behaviour is influenced by the world around us. It will enable pupils to develop their critical thinking, evaluative skills and have a better understanding of many social, scientific and contemporary issues involved in our daily life. Although Psychology isn’t Psychiatry (a field of medicine concerned with the diagnosis and treatment of mental diseases) or Psychotherapy (use of psychological methods to modify human behaviour), understanding the mind and behaviour will contribute to these fields.

**Entry requirements**

Grade 6 in GCSE Maths and English Language are required. 6 in Biology or 6-6 in Combined Science.

**Course outline**

A Level Psychology courses concentrate on three areas:

- detailed study of classic and contemporary studies in Psychology
- the research methods psychologists use
- the application of psychological research in society

In the first year, pupils will study a variety of topics including memory, social influence, attachment, research methods, approaches, biopsychology and psychopathology (the study of abnormalities). In the second year of the A Level course, pupils will specialise in three areas of research, for example Forensic Psychology, gender, addiction, schizophrenia or stress. As well as this there will be further study on research methods with pupils being required to carry out their own experiments. There is no coursework in the A Level course, so assessment is by externally assessed written examinations.

**Course delivery**

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

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

Contact for further information  
**Mrs H V P McKay, Head of Psychology**



**Minimum GCSE grade requirement**

**Why study Religious Studies?**

The ancient Greek philosopher Socrates famously stated that, “*The unexamined life is not worth living*” and the course will attract pupils with enquiring minds who are curious to examine the fundamental questions of human life. Far from being a ‘soft’ option – a common misconception from a bygone era – Religious Studies is academically rigorous, encompassing three interrelated academic disciplines of Philosophy, Ethics and Theology. Each year many pupils opt for the subject, attaining high grades with a three year average of 87% (A\* - B).

While studying the world’s major thinkers, pupils are required to construct their own answers to The Big Questions on the syllabus. Hence, the course is not only a foundation for a myriad of university courses and diverse careers, it also prepares pupils for adult life, enabling them to develop their own personal belief system, moral values and philosophy of life. The course appeals to pupils of “all faiths and none” and this dynamic creates lively educational classroom debate as atheists, agnostics and theists passionately discuss an array of issues.

**Entry requirements**

Grade 6 in English Language and a 6 in English Literature, History or Religious Studies. Those without RS GCSE will not be disadvantaged.

**Course outline**

Pupils follow the OCR A Level in Religious Studies, in three equal areas of study; Philosophy, Ethics and Theology. Pupils engage with a very wide range of questions from these three areas, such as: is there life after death? Do we have a soul? Is free will an illusion? Should businesses be moral? Is euthanasia justified? Who was Jesus? Why would a good God allow suffering? Does the universe have a purpose? Is the Bible still relevant? Do science and religion complement each other? Are all religions equal? Is Marxism a helpful ideology? What are sexual ethics? Is religion prejudiced against women? How can we know right from wrong? And many more..

Pupils will study the arguments and theories of some of the most influential philosophers, ethicists and theologians in world history, both ancient and modern, including: Socrates, Plato, Aristotle, Descartes, Kant, Augustine, Aquinas, Mill, Freud, Hawking, Dawkins, Hick, Hume, Daly, Luther and Wittgenstein.

**Course delivery**

Teachers with expertise in all three disciplines teach the course. It is assessed in the Upper Sixth with three essay-based examinations in each component – Philosophy, Ethics and Theology.



**Minimum GCSE grade requirement**

There is no coursework. Full course notes, revision materials and extension materials are available on Firefly to complement excellent new textbooks.

A professor from King’s College, London University has outlined the “Seven Qualities of an Ideal University Student”, and A Level Religious Studies delivers in all of these key areas, preparing Mill Hill pupils for diverse university courses and careers.

- 1) Independence of mind and the courage to develop one’s own arguments in the face of opposition from others.
- 2) Critical thinking and the ability to understand and evaluate all sides of an argument.
- 3) The ability to write well, developing structured essays with coherence and confidence.
- 4) Strong study skills, including independent reading, revision techniques and responsibility for meeting deadlines.
- 5) Motivation and mental resilience, enabling pupils to grow in confidence and reach their academic potential.
- 6) Confidence to contribute to discussion, which is a highly prized “soft skill” at university and beyond.
- 7) Commitment to other students in a cohort, which entails respecting difference and learning from each other.

**Higher education and career opportunities**

A Level Religious Studies is a passport not a barrier to Higher Education and it features on the list of academic A Level choices for Arts and Social Sciences courses at Cambridge University and elsewhere. In recent years A Level RS pupils have gone on to study at major Russell Group Universities, in subjects as diverse as English, Maths, Law, Languages, History, Performing Arts, Art, Business, Sports Science, Computer Science, Sociology, Psychology, Television and Film Production, Education and many more.

A Level Religious Studies can also lead to single or joint honours in Philosophy or Theology at most major universities. In recent years several pupils have gone to read these at Edinburgh, Birmingham, Nottingham, Exeter, Leeds and King’s College London. For Philosophy and Theology graduates there is a wide range of possible career paths, which according to UCAS includes, “all contexts where precision, clarity and high Level abstract planning and analysis are required; hence it is excellent preparation for all Management and Leadership roles.” Although the list is not exhaustive, UCAS identifies suitable careers in law, business, publishing, journalism and the media, computer and information technology, charity work, personnel, social and pastoral care, government and teaching.

Contact for further information  
**Rev Dr R J Warden, Head of Religious Studies and Foundation Chaplain**

**Why study Spanish?**

Studying Spanish at A Level is both highly challenging and highly rewarding. During the course you will rapidly develop your linguistic skills as well as your cultural understanding of Spain and the Hispanic world. You will learn to think independently and express yourself in increasingly sophisticated ways. You will improve your range of vocabulary, registers and tenses as you work towards complete fluency in the language. A Level Spanish will encourage you to develop your interpersonal and critical capabilities, which you will then be able to apply to a wide range of personal, academic, and professional situations.

**Entry requirements**

Grade 6 in GCSE Spanish.

**Course outline**

In the first year of A Level Spanish, you will study Spanish-speaking society and artistic culture in the Spanish-speaking world. This includes modules on social issues and trends, Spanish music and Spanish cinema. You will discuss artists such as Frida Kahlo, Diego Velázquez and Picasso, as well as Spanish speaking singers and directors, like Shakira and Pedro Almodóvar. You will also conduct an in-depth study of a Spanish film. In the second year, you will study society and political life in the Hispanic world, followed by an in-depth study of a Spanish novel or play. You will be examined across three papers at the end of the Upper Sixth.

**Course delivery**

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

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

**Higher Education and Careers Opportunities**

Modern Languages graduates are in great demand, and are sought-after by employers. Those who have studied a language successfully to A Level develop excellent social and communication skills, which are an asset in any career. However, the jump from GCSE to A Level Spanish is larger than you may expect, as the range of registers, syntax and grammar is greater than at GCSE.

Contact for further information

**Miss M Soriano Flórez, Teacher-in-Charge of Spanish**



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