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Mill Hill

Instilling values, inspiring minds

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# Mill Hill School

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## Remove (Year 10) and Fifth Form (Year 11) Curriculum Guide 2019/20





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## Contents Page

Curriculum Policy 2  
Stretch and Challenge Opportunities in the Remove and Fifth Form 3  
Remove and Fifth Form Curriculum 4  
Choosing your Subjects 6  
A Level Subjects Requirements for Degree Courses 7  
GCSE Options 2019 2021 10

### **Subjects**

English and English Literature 11  
English as an Additional Language 14  
Mathematics 16  
French & Spanish 17  
German 18  
PSHRE 19  
Science 21  
Art and Design 23  
Classical Civilisation 24  
Computer Science 25  
Design Technology 26  
Drama 27  
Geography 28  
History 29  
Information Technology 30  
Latin 32  
Music 33  
Physical Education 35  
Religious Studies 36

### **Co-curricular**

Academic, Higher Education and Careers Guidance 39  
Physical Education and Games 40  
Activities 41



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## Curriculum Policy

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

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



## Stretch and Challenge Opportunities

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

## Remove and Fifth Form Curriculum

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

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

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

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

In addition to the academic curriculum, all Remove and Fifth Form pupils participate in the School's Games and Activities programme. The minimum expectation for pupils is set out in the Activities section of this guide.



The period allocation for each subject in the Remove year is:

English	5 periods per week
Mathematics	4.5 periods per week
Science	9 periods per week
Core Modern Language or EAL	4 periods per week
Each option subject	3.5 periods per week
PSHRE	1 period per week
Physical Education (core)	1 period per week
Games	2 periods per week

The period allocation for each subject in the Fifth Form is:

English	5 periods per week
Mathematics	5 periods per week
Science	7.5 periods per week
Core Modern Language or EAL	4 periods per week
Each option subject	4.5 periods per week
PSHRE	0.5 periods per week
Physical Education (core)	0.5 period per week
Games	2 periods per week



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## Choosing your subjects

### Subject Choices: Key questions to Consider

#### What do you enjoy?

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

#### What are your strengths?

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

#### What is the advice of your teachers?

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

#### How much coursework is involved?

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

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

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

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



## A Level Subject Requirements for 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 direct.

- **Accountancy**  
Mathematics occasionally required.
- **Agriculture**  
Chemistry often required, Biology often preferred.
- **Ancient History**  
History, Ancient History or Classical Civilisation preferred or required.
- **Anthropology/Human Sciences**  
An Arts/Humanities subject may be preferred; for some courses Biology may be desirable.
- **Archaeology**  
History, Latin or Greek sometimes preferred; a science subject occasionally required.
- **Architecture**  
Some courses require Mathematics or Physics. A level Art is not required, although a portfolio will be expected.
- **Astronomy**  
Mathematics and Physics usually required.
- **Biochemistry**  
Chemistry required. Biology or Mathematics also preferred.
- **Biological Sciences**  
Biology and Chemistry usually required.
- **Business Studies**  
Mathematics occasionally required or preferred.
- **Chemistry**  
Chemistry and another Mathematics/Science subject usually required.
- **Chemical Engineering**  
Chemistry and Mathematics usually required, with Physics also preferred.
- **Classics**  
Latin or Greek usually preferred or required.
- **Computer Science**  
Mathematics often required. For some courses Computer Science is preferred.



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- **Dentistry**  
Chemistry required with two Mathematics/Science subjects preferred.
  - **Drama**  
Theatre Studies and/or English required. A foreign language and/or History are required for some courses.
  - **Economics**  
Mathematics required for many institutions. Further Mathematics is preferred at very competitive institutions.
  - **Engineering (most types)**  
Mathematics and Physics normally required, except for foundation courses and some civil engineering courses.
  - **English**  
English normally required and a foreign language to GCSE at certain universities.
  - **Environmental Science**  
Biology and Chemistry usually preferred.
  - **Food Science/Technology**  
Chemistry required. One or two more Sciences often preferred.
  - **French**  
French required. Second foreign language is often an advantage.
  - **Geography**  
Geography normally required.
  - **Geology**  
Two or three Sciences/Mathematics subjects usually required.
  - **German**  
German required. Second foreign language is often an advantage.
  - **History**  
History required or preferred.
  - **Law**  
No specific subject requirements, though subjects such as English, History, Mathematics are well regarded.
  - **Management Studies**  
Mathematics occasionally required.
  - **Materials Science/Metallurgy**  
Two or three Mathematics/Science subjects usually required.
  - **Mathematics/Statistics**  
Mathematics required.
  - **Medicine**  
Chemistry and Biology required, with and additional Mathematics/Science subjects preferred. A small number of medical schools like to see an Arts/Humanities subject studied in the Lower Sixth.



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- **Music**  
Music normally required.
  - **Pharmacy/Pharmacology**  
Chemistry required. Two more Mathematics/Science preferred.
  - **Philosophy**  
No specific subject requirements, though subjects such as Religious Studies, Classical Civilisation and Mathematics are well regarded.
  - **Physics**  
Mathematics and Physics usually required.
  - **Physiology**  
Chemistry required, Biology preferred, plus sometimes another Mathematics/Science subject.
  - **Psychology**  
One or two Science/ Mathematics subjects. No A level subject requirements for some courses, although these are becoming rarer.
  - **Quantity Surveying**  
A Science subject may be required for some courses.
  - **Spanish**  
Spanish required. Second foreign language is often an advantage.
  - **Sports Studies**  
Mathematics or Physics may be required and potentially Biology.
  - **Theology**  
No specific subject requirements, though Religious Studies would be an advantage
  - **Veterinary Science**  
Chemistry required plus two Mathematics/Science subjects preferred.



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## GCSE Options 2019-2021

At the Parents' Evening in March, you will be given an option form on which you will be asked to indicate your choice of the three subjects most important to you. You will also be asked to choose a reserve subject.

Subjects will have to be arranged in blocks, because the timetable will only work if subjects are grouped together. It is possible therefore that your ideal combination of subjects may prove impossible to accommodate.

Some courses have a maximum, others a minimum, class size and you should understand that we may have to say, in exceptional circumstances, that some choices will not be possible. We will discuss this with you and help you to manage your choices.

### **Try to get a broad and balanced combination of subjects**

It is generally not a good idea to choose too many subjects which have a lot of coursework, as you may get overloaded.

If you are an EAL pupil, check with your subject teachers how good your English needs to be to take their subject at GCSE.

Some subjects might depend more than you might expect on your standard of English.

In summary, you should choose a subject because you enjoy it, excel at it or because it will be useful for a future career.

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



## English and English Literature

**Examination Board:** AQA

**Syllabus Codes:** English 8700

English Literature 8702

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

### English Language:

Pupils will be assessed in three skills based areas: reading, writing, and spoken language. Assessment will occur in two

final written examinations.

**Paper 1** is entitled 'Explorations in Creative reading and writing' and will contain an unseen extract from the 20th or 21st century, as well as an extended writing task based on fiction, such as a description or a story.

**Paper 2** is entitled 'Writers' viewpoints and perspectives' and will include unseen extracts from the 19th and either the 20th or 21st centuries (one non fiction and one literary non fiction). There will also be an extended writing task based on a non fictional topic – this might be an argument or discussion in the form of an article/speech/essay.

The course will cover three discrete areas:

1) Reading: Over two years the pupils will acquire skills in reading fiction and non fiction texts from the 19th, 20th and 21st centuries. Pupils will learn to:

- read and comprehend critically;
- identify and interpret themes, ideas and information in a range of literature and other high-quality writing;
- read in different ways for different purposes;
- draw inferences and justify these with evidence;
- support a point of view by referring to evidence within the text;
- identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not;
- reflect critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading;
- recognise the possibility of different responses to a text;
- summarise and synthesise;
- evaluate a writer's choice of vocabulary, form, grammatical and structural features;
- explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail;
- analyse and evaluate how form and structure contribute to the effectiveness and impact of a text;



- compare texts: comparing two or more texts critically.

**Writing:** Pupils will learn to write fiction and non fiction based assignments and be able to:

- produce clear and coherent text;
- write effectively for different purposes and audiences;
- describe, narrate, explain, instruct, give and respond to information, and argue;
- select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context;
- use language imaginatively and creatively;
- use information provided by others to write in different forms;
- maintain a consistent point of view; maintaining coherence and consistency across a text;
- write for impact;
- select, organise and emphasise facts, ideas and key points;
- cite evidence and quotation effectively and pertinently to support views;
- create emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

**Spoken Language:** There will be training in and continual assessment (by the teacher) of skills in presenting, responding to questions and feedback and in the use of standard English in spoken contexts. This will be done by means of a number of classroom tasks over the two year course. These tasks may well incorporate/include materials and texts being studied in the reading sections of the English Language and/or English Literature specifications.

Pupils will learn to:

- present information and ideas, selecting and organising information and ideas effectively and persuasively for prepared spoken presentations plan effectively for different purposes and audiences;
- make presentations and speeches;
- respond to spoken language;
- listen to and responding appropriately to any questions and feedback;
- spoken Standard English: express ideas using Standard English whenever and wherever appropriate.

### **English Literature:**

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

#### **Paper 1: Shakespeare and the 19th Century Novel**

This will entail the study of one Shakespeare play and one 19th century novel. Pupils will answer two questions on the text, one on an extract/selected scene and one on their understanding of the wider play.



The texts to be taught for Paper 1 have yet to be determined. It is expected that pupils will read beyond the immediate reading demands of the specification. This will be encouraged and guidance for this will be provided.

## **Paper 2: Modern Texts and Poetry**

Pupils will write on one modern prose or drama text, on an anthology of poems and on an unseen poem.

We will be studying J.B. Priestley's 'An Inspector Calls' and the 'Power and Conflict' cluster of 15 poems in the AQA GCSE anthology. It is expected that pupils will read beyond the immediate reading demands of the specification. This will be encouraged and guidance for this will be provided.



## English as an Additional Language

**Examination Board:** Edexcel ([www.edexcel.org.uk](http://www.edexcel.org.uk))  
**Syllabus Code:** 4ESO

All pupils for whom English is an additional language will start working towards the IGCSE ESL (International GCSE English as a Second Language) which they will take at the end of the Fifth Form. This examination is administered by Edexcel.

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

### Reading

The course aims to encourage pupils to understand a wide variety of complex reading texts, recognising implicit meaning and adapting their own style and speed of reading to different texts and purposes. Pupils will encounter a range of fiction and non-fiction texts and will learn strategies to access the relevant points through skim and scan reading skills. Pupils will learn how to address the three section format of the final IGCSE examination and will practise examination techniques that will enable rapid reading during test conditions.

### Writing

In developing their writing skills, pupils will produce clear, detailed text on a wide range of subjects. Focused teaching will guide pupils towards competency in writing clear, well structured texts using an appropriate style. Pupils will learn how to expand and support their points of view with connecting arguments where relevant and will be able to show controlled use of organisational patterns, connectors and cohesive devices. Lexical and grammatical accuracy will be a priority as will correct punctuation. Pupils will be thoroughly prepared for the IGCSE writing paper through work on summary writing and through a focus on a range of writing texts such as articles, emails, letters and reports.

### Speaking

There will be a focus on developing competent speaking skills and pupils will be able to interact in their second language with fluency, accuracy and spontaneity. Pupils will have the opportunity to prepare for the Speaking examination they will take as part of their final IGCSE exam. There will be regular practice of the three part test format and pupils will work in pairs and with the teacher in order to receive valuable feedback on their performance. Targets will be set that guide the pupils towards better pronunciation and a coherent way of speaking. By the end of the course, pupils will be able to express themselves fluently, spontaneously and appropriately in a range of speaking contexts.



## **Listening**

The pupils will have access to a range of varied English accents and styles of talk through the listening component of the

course and will develop their understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts. There will be opportunities for pupils to prepare for the Listening paper of the final IGCSE exam through regular testing using past papers and a variety of audio materials.



## Mathematics

**Examination Board:** Edexcel ([www.edexcel.org.uk](http://www.edexcel.org.uk))

**Syllabus Codes:** 1MA1 - GCSE Mathematics (9-1)

To prepare pupils for the demanding GCSE Mathematics (9-1) the Fourth Form course aimed to improve pupils' independent learning, problem solving and mathematical reasoning skills. These skills, as well as the ability to link topics and construct substantial chains of reasoning, including convincing arguments and formal proofs, will form the main emphasis of the GCSE course. To this end we will be mixing the attainment profile of classes for all but the most able and most driven, who will study enrichment content, and for the less able who will learn as a separate group with an emphasis on support.

The course now begins in the Fourth Form and includes topics new to previous GCSE courses as well as a need to remember formulae (including some new ones) and some specific trigonometric ratios. Importantly, grades will be decided not on a pupil's ability to cope with certain topics, but instead on a pupil's ability to generate strategies in order to solve more complex mathematical and non-mathematical problems, make deductions and draw conclusions and evaluate methods and results, amongst other skill-sets.

The syllabus will be assessed by three examinations. It will not be possible to predict which topic will be examined in which paper and in what way that topic will be examined, except to know that one of the three exams will be non-calculator. This course will serve as good preparation for A Level study since the emphasis has been placed on independent learning and problem solving skills and it is expected that a pupil's own effort will be rewarded with greater understanding and a better ability to cope with both the course and subsequently A Level Mathematics.

Pupils will be asked to consider whether they want to be a part of an accelerated Mathematics group. Additional topics will be studied by the members of the group to further enrich their knowledge and experience of learning Mathematics. Only those who show a commitment to being in the group, acknowledge the extra independent work required and understand that more demanding content will be covered, will be accepted.



## French or Spanish\*

**Examination Board:** AQA ([www.aqa.org.uk](http://www.aqa.org.uk))

**Syllabus Code:** 8658/8698

By the time pupils reach the Remove year, they are well acquainted with the communicative approach to language learning which is adopted in the School. As reflected in the AQA Board GCSE examination, pupils are tested on four skills: reading, writing, listening and speaking, which are all weighted equally in the overall GCSE grade. The department uses AQA GCSE French and Spanish textbooks, together with the accompanying digital package (Kerboodle) and follows a contemporary course which is based on the demands of the National Curriculum.

Themes studied include:

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

In addition to classroom lessons, pupils will also have some contact time in small groups with the French or Spanish language assistant, in order to practise their speaking skills. Various extra curricular activities such as examination skills workshops are offered, which pupils are expected to attend. Remove pupils may be offered the opportunity to take part in a trip which offers a mix of educational and cultural activities to engage pupils with the language that they are learning.

The AQA Examination consists of four papers. Pupils at Mill Hill will sit the Higher Tier.

**PAPER 1 Listening** (45 min includes 5 min reading time before the test starts) 25% 50 marks

Understanding and responding to different types of spoken language

Section A – questions in English, to be answered in English or non verbally

Section B – questions in French, to be answered in French or non verbally

**PAPER 2 Speaking** (10 12 min + preparation time) 25% 60 marks

Communicating and interacting effectively in speech for a variety of purposes

Role play 2 min 15 marks

Photo card 3 min 30 marks

General conversation – 5 7 min 30 marks

**PAPER 3 Reading** (1 hour) 25% 60 marks

Understanding and responding to different types of written language

Section A questions in English, to be answered in English or non verbally

Section B questions in French, to be answered in French or non verbally

Section C translation from French into English (about 50 words)

**Paper 4 Writing** (1 hour 15 min) 25% 60 marks

Communicating and interacting effectively in speech for a variety of purposes

Question 1 respond to four bullet points/choice of two questions (about 90 words) 16 marks

Question 2 open ended task, respond to 2 bullet points (about 150 words) choice of two questions 32 marks

Question 3 – translation from English into French (min 50 words) 12 marks

\*Spanish also available as an option subject



## German (also available as an option subject)

**Examination Board:** AQA ([www.aqa.org.uk](http://www.aqa.org.uk))

**Syllabus Code:** 8668

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

The course follows on from the foundation year completed in the Fourth Form. We follow the AQA course book together with the Online Support materials from Kerboodle which enables our pupils to develop and practice their German language skills at their own pace as well as learning vital independent study skills at the same time. Individual conversation classes and GCSE revision sessions form an important part of learning German at Mill Hill School.

The main themes we study are:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

The AQA Examination consists of four papers. German students are expected to take the Higher Tier.

### **PAPER 1 Listening (45 min includes 5 min reading time before the test starts) 25% 50 marks**

Understanding and responding to different types of spoken language

Section A - questions in English, to be answered in English or non-verbally

Section B – questions in German, to be answered in German or non-verbally

### **PAPER 2 Speaking (10-12 min + preparation time) 25% 60 marks**

Communicating and interacting effectively in speech for a variety of purposes

Role-play - 2 min 15 marks

Photo card - 3 min 30 marks

General conversation – 5-7 min 30 marks

### **PAPER 3 Reading (1 hour) 25% 60 marks**

Understanding and responding to different types of written language

Section A - questions in English, to be answered in English or non-verbally

Section B - questions in German, to be answered in German or non-verbally

Section C - translation from German into English (about 50 words)

### **Paper 4 Writing (1 hour 15 min) 25% 60 marks**

Communicating and interacting effectively in speech for a variety of purposes

Question 1 - respond to four bullet points- choice of two questions (about 90 words) 16 marks

Question 2 - open-ended task, respond to 2 bullet points (about 150 words) choice of two questions 32 marks

Question 3 – translation from English into German (min 50 words) 12 marks



## PSHRE

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

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

### **REMOVE PSHRE**

#### **Emotional health and wellbeing**

Pupils learn to evaluate self-confidence and self-esteem and recognise how they are affected by the judgements of others. Pupils learn to distinguish between accepting helpful feedback and rejecting unhelpful criticism and learn how to make effective use of constructive feedback. In this topic, pupils also discover the characteristics of emotional and mental health disorders and focus on the causes, symptoms and treatments of some emotional and mental health disorders (including stress, anxiety and depression).

#### **Relationships and sexual education**

Pupils will develop their knowledge about sexually transmitted infections, including HIV/AIDS, and look at ways in which people can protect themselves and others from infections. Pupils will develop an understanding about sex and the link with media and its impact on sexuality. This will include pornography, negotiation, boundaries, and respect and gender norms. Pupils will discuss the rights of others regarding consent to different degrees of sexual activity.

#### **Physical health – drug and alcohol education**

Pupils will learn about the short and long term consequences of substance use and the misuse of substances. Pupils will discuss the mental and emotional wellbeing of individuals, families and communities and find out how substance misuse can affect individuals. Pupils will learn about the health risks related to second hand smoke and will recap information about 'habit' 'dependence' and 'addiction' and know who to talk to if they have concerns.

#### **Building positive relationships**

Pupils will look at developing strategies to manage strong feelings and emotions and will discover the characteristics and benefits of positive, strong, supportive, and equal relationships. Pupils will look into a variety of partnerships, such as people living together, marriage and civil partnerships, and will learn about how relationships are way of demonstrating commitment to each other. Pupils will look at ways to recognise when a relationship is unhealthy or abusive (emotional, physical, violent).



## **Citizenship**

Pupils will develop an understanding about the unacceptability of all forms of discrimination and the need to challenge it in the wider community, including the workplace. They will develop a way to think critically about extremism and intolerance, to include the concepts of 'shame' and 'honour based' violence. Pupils will learn to recognise shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety and concern.

## **Careers**

Pupils will find out about Information, advice and guidance that is available in and out of school and how to access it. Pupils will learn how to further develop study skills and employability skills, to include time management, selforganisation, presentation, project planning, team work, networking and managing online presence. Pupils will discover the range of opportunities available for career progression, including education, training and employment and look into ways to take full advantage of work experience opportunities that are available.

## **Eco awareness**

Pupils will develop their knowledge and understanding as to why we recycle and what materials can be recycled at home or in school. This will help them understand what our carbon footprint is and the impact it has on the environment locally. Pupils will develop knowledge about ways in which we can be 'eco-friendly' at Mill Hill and learn about worldwide projects which are built to preserve and maintain our environments on an international scale.

## **Religious Studies**

This unit aims to help pupils grow in confidence when dealing with profound human questions, whether spiritual, philosophical or moral. It is respectful both to the Christian foundation of the school and to the diversity of traditions which are represented in the pupil body, both religious and non-religious.



## Science

**Examination Board:** AQA ([www.aqa.org.uk](http://www.aqa.org.uk))

The pupils start the GCSE course in all three sciences in the Autumn of the Fourth Form and until the end of the Remove all pupils follow a common course that could lead to the Separate Science qualifications. At the end of the Remove year we advise pupils on the GCSE route that they should take and in the Fifth Form there will be Separate Science and Combined Science sets. All Sciences, whether Double Award GCSE Science or Separate Science are taught by specialist teachers of their subject through to the GCSE exams. Both types of qualification (subject to grade) can be acceptable for entry to A- Level Science courses; Double Award leads to two grades whilst Separate Science leads to three grades in each respective science. **The Double Award pupils take the AQA Combined Science Trilogy qualification (8464) and the Separate Science pupils take AQA Biology (8461), Chemistry (8462) and Physics (8463).**

All pupils have access to the Kerboodle website which provides them with an interactive textbook and many revision resources. Pupils are also given revision guides and have access to notes on Firefly.

### BIOLOGY

The Fourth Form Biology curriculum starts with the cell, the basic building block of living organisms. After learning the functions and the biological molecules that make up cellular components and how we use microscopes to view these important structures, pupils move on to learn how molecules are transported in and out of cells and how cells work together, illustrated by studying the circulatory and breathing systems. Pupils then move on to study cell division to allow organism growth before moving onto a study of both non-communicable and communicable disease. The year ends using the early summer sunlight to study plant transport and photosynthesis.

During the Remove and Fifth Form years, pupils complete the National Curriculum by studying respiration, the nervous and hormonal systems, reproduction, genetics, evolution and ecology. Those pupils choosing to study Separate Science Biology will study one additional unit on homeostasis, and will delve deeper into many of the other units, especially topics in the genetics, evolution and ecology units compared with those pupils electing to study combined science. Throughout the entire course, learning is supported by relevant practical work.

### CHEMISTRY

The Fourth Form Chemistry curriculum starts with pupils developing their knowledge and understanding ideas of atoms and the Periodic Table. Pupils move onto looking at chemical changes for acids and metals, as well as developing their ideas and understanding of bonding and structure within different types of substance. Throughout the course, practical and investigative skills are learnt and developed wherever possible within each topic area.



During the Remove and Fifth Form years, pupils complete the National Curriculum by studying energy changes, rate and extent of chemical reactions, organic chemistry, chemical analysis, chemistry of the atmosphere and the Earth's resources. Those pupils choosing to study Separate Science chemistry delve deeper into many of the other units, especially within the topics of quantitative chemistry, organic chemistry, using resources, chemical analysis and energy changes.

## **PHYSICS**

Pupils will spend the half first term in the Fourth Form honing their experimental and mathematical skills. The pupils will conduct a variety of experiments from topics including; circuits, mechanics and thermal physics to collect data for processing and analysis. Once these skills have been established, teaching of the GCSE course will commence. Pupils will begin by studying motion and general wave properties followed by the electromagnetic spectrum and light in the spring and summer terms.

During the Remove and Fifth Form years, pupils will complete their study GCSE Science or Physics, covering topics from energy and energy resources, electricity and forces in the Remove followed by molecules and matter, radioactivity and electromagnetism in the Fifth Form with an additional topic on space for those studying for the Physics GCSE.

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## Art and Design

**Examination Board:** Edexcel ([www.edexcel.org.uk](http://www.edexcel.org.uk))

**Syllabus Code:** IADO

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

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

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

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

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

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



## Classical Civilisation

**Examination Board:** OCR ([www.ocr.org.uk](http://www.ocr.org.uk))

**Syllabus Code:** J280

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

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

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

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

### City Life in the Classical World : Rome

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

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

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

### Community Life in the Classical World : Sparta or Pompeii

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

### Culture and Society in the Classical World : Controlled Assessment

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



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## Computer Science

**Examination Board:** Cambridge IGCSE ([www.cie.org.uk](http://www.cie.org.uk))

**Syllabus Code:** 0478

Why study GCSE Computer Science?

This exciting GCSE gives you an excellent opportunity to investigate how computers work and to develop computer programming and problem-solving skills. You'll also do some fascinating in-depth research and practical work.

What is the difference between Computer Science and ICT?

Computer programming, logic gates and algorithms form a significant part of Computer Science and as a result the subject is likely to be attractive to those wishing to go on to study Mathematics, Science or Economics at A level. GCSE ICT covers the advanced use of computer programs such as databases, web design packages, spreadsheets and presentation packages and may be more attractive to pupils intending to take humanities and Business Studies at A level.

How will I be assessed?

You don't need to have studied this subject before, and assessment is based on two examinations, one of which is based on a practical investigation.

What skills can I get from the course?

The course will help you learn about critical thinking, analysis and problem solving. We hope you'll find it a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life.

- The theory element of the course will teach you about a wide range of issues such as hardware and software, the representation of data in computer systems, databases, ethical considerations, computer communications and networking.
- We will be using Python as the language for most of the programming element of the course. You will also be learning how to document algorithms.

How could it help with my future?

The increasing importance of computing means there will be a growing demand for professionals who are qualified in this field. The European Union currently predicts that there will be between seven-hundred thousand and one million unfilled computing vacancies in Europe by 2015.

The course is also an excellent preparation if you want to study or work in areas that rely on the skills you will develop, especially where they are applied to technical problems. These areas include engineering, financial management, economics, science and medicine.

## Design Technology

**Examination Board:** Edexcel ([www.edexcel.org.uk](http://www.edexcel.org.uk))

**Syllabus Code:** IDTO

Design and Technology is purposeful as well as being challenging and fun. Building on work covered in Key Stage 3, this GCSE also provides a perfect foundation for the Edexcel A level course. Typically pupils with a passion for this subject go on to study Engineering or Product Design related degree courses. The department achieves outstanding results and there are many extension opportunities for engaging with the subject, including regular clubs and competition entries. During the Remove year pupils will undertake a number of projects building on the theoretical knowledge and practical skills introduced in the fourth form, (2D and 3D graphics, Computer Aided Design, manufacturing and workshop skills), through individual responses to open ended challenges.

In the fifth form pupils will complete two assessed units, a formal exam and a moderated practical task, each contributing 50% of marks to the final GCSE grade.

### **Component 1: (50%)**

A 1.45hr exam with two main areas, Section A Core (40%) and Section B Individual material focus (Polymers) (60%).

The exam offers a mix of different question styles, including open response, graphical, calculation and extended open response questions. There will be 10 marks of maths based calculation questions in Section A and 5 marks of calculation questions in Section B.

### **Component 2: NEA Making Testing and Marketing of Products (50%)**

A 40 hr teacher marked extended 'Investigate, Design, Make and Evaluate' task, resulting in a practical outcome paired with a electronic design portfolio. Pupils select an area for investigation from a number contextual challenges released by the exam board each year. Using a range of materials, electronic components, practical skills and computer aided design and manufacturing techniques (3D printer and laser cutter), pupils will produce a single, complex 3D prototype that answers a Design Brief of their own choosing. All evidence for this component (photos/videos and soundbites of progress during practical work as well as the final outcome, testing and evaluation), is presented as a PowerPoint file and uploaded to the exam board for moderation.

For pupils to do well at D&T GCSE they have usually enjoyed success within the fourth form course and be hardworking, well organised and effective at meeting deadlines, (the coursework element demands time, self-discipline and energy). Pupils need to be confident using computer packages including PowerPoint, Photoshop and Creo Parametrics, and enjoy creative problem solving using annotated sketching and modelling. Academic and ambitious 5th form pupils with an interest in engineering have the opportunity to prepare for the prestigious Arkwright Engineering Scholarship exam.

For further information please contact Ms Banks (HOD) on [bdb@millhill.org.uk](mailto:bdb@millhill.org.uk)



## Drama

**Examining Board:** OCR ([www.ocr.org.uk](http://www.ocr.org.uk))

**Syllabus Code:** J316

<p>Component 1</p> <p>Devising Drama Devising drama* (01/02) 60 marks Non-exam assessment 30% of total GCSE</p>	<p>Learners will research and explore a stimulus, work collaboratively and create their own devised drama.</p>
<p>Component 2</p> <p>Presenting Texts Presenting and performing texts* (03) 60 marks Non-exam assessment (Visiting examination) 30% of total GCSE</p>	<p>Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. Presenting and performing texts* (03/04) 60 marks</p>
<p>Component 3</p> <p>Performance and Response (04) 80 marks Written Paper Exam assessment 1 hour 30 minutes (Written paper) 40% of total GCSE</p>	<p>Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama. Learners will analyse and evaluate a live theatre performance.</p>



## Geography

**Examination Board:** AQA ([www.aqa.org.uk](http://www.aqa.org.uk))

**Syllabus Code:** 8035

Geography is a lively and interesting subject, which helps pupils develop their own sense of place within a broad and relevant, twenty-first century context. It fosters an understanding and awareness of various physical and human environments and an appreciation of the challenges and issues related to them. As a GCSE subject it has a breadth and variety that provides a worthwhile challenge to pupils of all abilities. Pupils will travel the world from the classroom, exploring case studies in the United Kingdom, newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

The Specification adopted for examination is AQA. It is from the new generation of linear specifications introduced for first teaching from September 2016. It has been designed to be stimulating, imaginative and flexible and is comprised of three units:

### Subject content

Living with the physical environment

- Section A: The challenge of natural hazards
- Section B: Physical landscapes in the UK
- Section C: The living world

Assessment for this unit: 1 hour 30 minute examination paper. (35% of overall grade)

Challenges in the human environment

- Section A: Urban issues and challenges
- Section B: The changing economic world
- Section C: The challenge of resource management

Assessment for this unit: 1 hour 30 minute examination paper. (35% of overall grade)

Geographical applications

- Section A: Issue evaluation
- Section B: Fieldwork

Assessment for this unit: 1 hour 15 minute examination paper. (30% of overall grade)

## History

**Examination Board:** CIE ([www.cie.org.uk](http://www.cie.org.uk))

**Syllabus Code:** 0977

The twentieth century witnessed warfare and political upheavals on a scale unprecedented in the history of mankind. Few would deny the importance of such events and the need to study them.

### Component 1:

#### Section A 20th Century International relations since 1919

Topics are selected and studied from a range of focus areas, which include whether the Peace Treaties of 1919-23 were fair?; How far the League of Nations was a success?; Why had international peace collapsed by 1939?; Who was to blame for the Cold War?; How effectively did the USA contain the spread of Communism?; How secure was the USSR's control over Eastern Europe, 1948-c.1989?; Why did events in the Gulf matter, c.1970-2000?

#### Section B Depth Study of Germany, 1918-45

Topics include key questions such as whether the Weimar Republic was doomed from the start?; why the Nazis rose to power by 1933; the Nazi rule of Germany; the different experiences of Nazi rule and the impact of the Second World War on Germany.

Examined component: 2 hours

Weighting: 40%

### Component 2:

#### A source based paper on one prescribed topic taken from Component 1 Section A, 20th Century International Relations

The topics change on an annual basis.

Candidates answer six questions based on a range of source material.

Examined component: 2 hours

Weighting: 33%

### Component 3:

**Coursework.** Candidates produce one piece of extended writing (2000 words maximum) on a topic drawn from the **Germany Depth Study**.

This is internally marked and externally moderated

Weighting: 27%

Teaching attempts to develop an analytical understanding of the topics covered, often through case studies, and the skills required to analyse and evaluate most kinds of historical evidence. Pupils also gain a greater understanding of international issues and inter-relationships and learn how to present clear, logical arguments. Classroom discussion is a vital part of the learning process; pupils are thus encouraged to articulate analytical concepts and discuss issues meaningfully. The Department also makes use of a substantial collection of documentaries to enhance the learning process.

## ICT

**Examination Board:** Edexcel IGCSE (9-1) ([www.edexcel.org.uk](http://www.edexcel.org.uk))

**Syllabus Code:** 4IT1

### **Why study Information and Communication Technology?**

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

The Edexcel course has been re-designed in 2017 for the 21st century and contains up-to-date content reflecting the modern use of technology. We are excited to be able to offer this course to pupils starting in September 2019, replacing the previous CIE iGCSE course.

### **Why study IGCSE?**

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

- develop skills of analysis and evaluation, making reasoned judgments and presenting conclusions;
- the ability to understand and implement new and emerging technologies within a business environment;
- the ability to assess the impact which new technologies will have on ways of working and the social, economic and ethical issues associated with them
- an awareness of the ways ICT can help in practical and work related scenarios.

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

### **What will you study?**

You will become an advanced user in the following software areas:

- word processing
- spreadsheets
- web design
- graphics (including image creation and editing)
- databases

It must be emphasised that you will learn how to use these very effectively and to an advanced practical level in using realistic, real-world examples.

In addition to the practical skills, topics within the theory section include:

- types and components of computer systems
- digital devices
- online goods and services



- operating online (e-business)
- securing data on networks (including the Internet)
- potential risks to data and personal information
- The effects of using ICT

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

This course can be selected in conjunction with Computer Science.



## Latin

**Examination Board:** OCR ([www.ocr.org.uk](http://www.ocr.org.uk))

**Syllabus Code:** J282 (9-1)

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

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

Pupils who have worked hard and enjoyed the Fourth Form course (using the Cambridge Latin Course) can feel very confident of continuing through to success at GCSE Latin. Pupils generally find the work more exciting, challenging and enjoyable courtesy of the way that the GCSE course bases its study on the reading of original Latin texts.

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

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

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



## Music

**Examination Board:** OCR ([www.ocr.org.uk](http://www.ocr.org.uk))

**Syllabus Code:** J536

Unlike any other subject, the study of Music integrates mind and body in a unique and multifaceted way. It simultaneously develops conceptual, syntactical, logical and linguistic skills as well as confidence in public performance and strong social and cultural awareness. As such, it works excellently in combination with other arts, humanities and sciences.

The GCSE course is open to all pupils no matter what degree of prior musical experience. They will be actively engaged in performing vocally or instrumentally, composing in a variety of styles and studying a range of music from 1600 to the present day. GCSE music students invariably take part in the extra-curricular musical life of the School and are supported with after-school ensembles and theory clubs for all levels, which they are expected to attend. Pupils not currently taking instrumental or voice lessons are encouraged to begin as soon as possible but reassured that with hard work the best marks in performance are in reach.

At both GCSE and A level, Music is a highly respected qualification by universities and employers for the diverse skills it engenders and the academic rigour it requires of its students. Music is part of the life of virtually every person on the planet and the study of it develops a life-long understanding and appreciation that few would be without.

### Unit 1 Performing (30%)

Pupils play or sing two pieces (one as a solo and one as part of an ensemble) in their preferred styles. There are weekly opportunities to perform throughout the course. The standard expected by the end of the course is approximately ABRSM Grade IV, although no grade exams need to have been taken. Candidates performing more difficult music will be rewarded for the level of difficulty they are capable of mastering.

### Unit 2 Composing (30%)

Pupils compose two pieces, one to a brief from the board and one free composition. These two pieces of work are often the part of the course that worries pupils most before embarking on it, but the carefully constructed process of learning composition tends to make it one of the most rewarding elements even if they have not composed music before.

### Unit 3 Listening and Appraising (40%)

Candidates answer listening questions on unfamiliar pieces that relate to four main topics:

#### Conventions of Pop (1950s to today)

- Rock 'n' Roll of the 1950s and 60s (e.g. The Beatles, Beach Boys, Elvis Presley)
- Rock Anthems of the 1970s and 80s (e.g. Queen, Bon Jovi, Guns and Roses)
- Pop Ballads of the 1970s, 80s and 90s (e.g. Elton John, Billy Joel)
- Solo Artists from 1900 to the present day (e.g. Michael Jackson, Kylie Minogue, Adele, Sam Smith)



## The Concerto Through Time (1650 – 1910)

- Baroque, Classical and Romantic concertos by composers such as Vivaldi, Bach, Haydn, Mozart, Beethoven, Brahms and Rachmaninov.

## Rhythms of the World

- Music from India, the Middle East, Africa and Central and South America, including Samba, African drumming, Greek, Palestinian and Israeli folk music and Punjabi Bhangra.

## Film Music (film and game scores, and existing music used in film)

- Music from films such as Harry Potter, Pirates of the Caribbean, Star Wars and games such as Assassin's Creed.

Through such diverse study, pupils will develop a well-tuned ear, powers of aural analysis and a broad understanding of the ways music has been created in different cultural and historical contexts.

This is an exciting new course that offers creativity, breadth of knowledge, rigour, fun and something for everyone's musical tastes.



## Physical Education

**Examination Board:** OCR ([www.ocr.org.uk](http://www.ocr.org.uk))

**Syllabus Code:** J587

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

### Theoretical Knowledge (60%)

#### **Paper 1: Physical Factors Affecting Performance: 1 hour**

(60 marks, 30% of GCSE)

Includes:

Applied anatomy and physiology

Movement analysis

Physical training

Use of data

#### **Paper 2: Socio Cultural Issues and Sports Psychology: 1 hour**

(60 marks, 30% of GCSE)

Includes:

Sports psychology

Socio cultural influences

Health, fitness and well being

Use of data

### **Non-exam assessment: Performance in Physical Education (40%)**

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

(60 marks, 30% of GCSE)

For each of their three activities, pupils will be assessed in skills in progressive drills and in the full context (20 marks per activity).

In addition to the three practical performances, learners are required to demonstrate their ability to analyse and evaluate their own performance in order to:

- Analyse aspects of personal performance in a practical activity
- Evaluate the strengths and weaknesses of the performance
- Produce an action plan which aims to improve the quality and effectiveness of the performance

(20 Marks, 10% of GCSE)



## Religious Studies

**Examination Board:** Eduqas ([www.eduqas.co.uk](http://www.eduqas.co.uk))

**Syllabus Code:** C120P4

Assessment is by written examination at the end of the course:

- 2 hour examination in Philosophy and Ethics.
- 1 hour examination in Judaism.
- 1 hour examination in Christianity.

Philosophical, Ethical and Theological Basis of RS at GCSE:

- The Philosophy of Religion and Moral Philosophy (Ethics) are classical areas for study within the discipline of Philosophy.
- Philosophy and Ethics are studied via the medium of RS at Mill Hill, and the Eduqas syllabus enables excellent engagement with a large range of contemporary issues.
- Excitingly, this new GCSE sets the Philosophical and Ethical topics within the Theological context of two World Religions which have shaped world history and culture, Judaism and Christianity.
- This fascinating and rigorous approach has wide relevance for careers and is valued by universities.
- Students of 'All Faiths and None' are Welcome:
- Religious Studies (RS) does not require any personal religious commitment.
- The academic nature of the course will appeal to pupils wherever they may be on a 'spectrum of belief' - from those with a strong faith from any religious tradition to agnostics and atheists.
- Indeed, the mixed nature of the groups leads to great debates and discussion!
- Importantly, RS is about the 'intellectual study of religion'; it does not attempt to educate pupils to 'be religious', as can falsely be implied in the name RE (Religious Education).
- The Greek philosopher Socrates famously stated; "The unexamined life is not worth living"; hence RS will attract pupils with enquiring minds who are interested in the intellectual exploration of the fundamental philosophical, religious and ethical dimensions of human existence.

GCSE – Intellectual Skills and Employability:

- RS enables pupils to develop a range of intellectual skills which are valued by universities and employers for a wide variety of courses and careers, among them:
- independent thinking; empathy and openness to diverse views; the ability to construct and defend logical arguments; identifying false premises and invalid reasoning; thinking and problem solving; writing skills and clarity of expression.



RS and Self-discovery:

- The famous ancient Greek saying puts it succinctly - 'Know thyself'!
- In our post-modern world of bewildering moral complexity and cultural diversity, it is important for a pupil's self-confidence to begin to understand the philosophical and moral foundations which shape our society, coupled with the religious traditions which have shaped its culture and history.
- RS enables pupils to understand these foundations and crucially, to articulate their own philosophical, moral, religious or non-religious belief systems as they leave Mill Hill and take up their place in the world.

## **COURSE CONTENT**

### **PHILOSOPHY AND ETHICS**

Philosophy and Ethics form 50% of the course, covering the following four topics which are briefly outlined below.

Although these issues will be taught primarily from the standpoint of Christian and Jewish philosophical and ethical perspectives, pupils will have opportunities to engage with the non-religious viewpoints of Atheism, Agnosticism and Humanism - which brings coherence, rigour and depth to their studies.

#### **1. Issues of Relationships**

Different types of families; the roles of men and women within a family and in society; the nature and purpose of marriage, including same-sex relationships; cohabitation and marriage outside religious traditions; divorce and remarriage; the purpose of sexual relationships; gender equality; contraception and family planning.

#### **2. Issues of Life and Death**

The origins of the universe - scientific and religious perspectives, including the 'Big Bang' and evolution; human responsibility, stewardship and environmental conservation; the 'sanctity of human life' and the 'quality of human life' debate; the ethics of abortion; the ethics of euthanasia and assisted dying; beliefs about death and the afterlife.

#### **3. Issues of Good and Evil**

Conscience, free will and personal responsibility; crime and punishment, and the aims of punishment; natural justice and the arguments for and against capital punishment; the treatment of criminals and prison reform; the possibility of forgiveness and reconciliation; the experience of evil and suffering, including the Holocaust; religious responses to the problem of evil for belief in God.

#### **4. Issues of Human Rights**

Human rights and social justice; a study of human rights activists such as Martin Luther King and Malala Yousafzai; censorship and the limits of the state; freedom of religious expression and religious extremism; prejudice, racism and discrimination; issues of wealth and poverty, including inequality; the acquisition and use of wealth and support for charities.



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## THE STUDY OF TWO WORLD RELIGIONS

The critical study of two major World Religions forms the other 50% of the course, with the aim of preparing students for life in our multi-cultural world:

### 1. CHRISTIANITY

- One cannot understand the development of Western civilisation and the history and architecture of Britain, without an understanding of the influence of Christianity.
- The course will give an in- depth understanding of the key elements of Christianity, and pupils will need to critically reflect on its beliefs and practices.
- Topics include the possibility of life after death; key figures from Jesus to Pope Francis; religious experience and miracles; pilgrimage and compassion for the poor; marriages and funerals; concepts of the soul; sources of moral guidance such as conscience, reason and the Bible - and much more.

### 2. JUDAISM

- This religion has had a profound effect on shaping ancient and current world history.
- The course will give an in-depth understanding of the key elements of Judaism, and pupils will need to critically reflect on its beliefs and practices.
- Topics include the importance of the moral law, rituals and festivals; Judaism in the modern world; free will and obedience to the Torah; Shabbat, synagogue and worship; sanctity of life; key figures such as Abraham and Moses; persecution, suffering and forgiveness; Covenant and The Promised Land - and much more.



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## Academic, Higher Education and Careers Guidance

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

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

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

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



## Physical Education and Games

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

The major sports for the boys and girls vary each term, with the boys participating in rugby, hockey or football and cricket, whilst the girls compete in hockey, netball and then both rounders and tennis. In addition, talented female cricketers also have the opportunity to join the boys in representing the School at cricket. Outside of the major sports, the pupils also compete in Athletics, Cross Country, Eton Fives, Swimming, Basketball, Golf and Triathlon. There is a full programme of school fixtures at all levels in these games. There are numerous mid-week fixtures and an extensive sports program on the weekends.

Throughout the PE and Games programmes, full use is made of the School's facilities, including the sports hall, Astroturf pitch, swimming pool, newly refurbished Eton fives courts, tennis/netball courts and our extensive playing fields.



## Activities

As well as academic lessons and a timetabled games afternoon, Remove pupils participate in at least two activities during the week including an activity in the Leadership programme on a Friday afternoon. In the Fifth Form, the minimum commitment is one extra-curricular activity session per week.

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

### Sports

Athletics  
Badminton  
Basketball  
Cricket nets (indoor)  
Cross-country  
Dance (various styles)  
Fives  
Fitness Suite  
Golf  
Horse Riding  
Indoor Football  
Shooting  
Soccer  
Squash  
Swimming  
Table Tennis  
Taekwondo  
Tennis

### Societies and Activities

Most Academic Departments run associated activity groups/societies  
Amnesty International  
Astronomy  
Business Enterprise  
Combined Cadet Force  
Chess  
Community Action  
Computing/ ICT/Games  
Cookery  
Creative Writing  
Deaf Signing  
Debating/Hot Topics  
Design Technology (Arkwright Scholarship)  
Drama  
First Aid  
General Knowledge  
German, French and Spanish Conversation  
Music (orchestra, string, woodwind, brass groups, jazz, a variety of vocal ensembles)  
Librarians  
Project Mill Hill (an ecology/community group)  
Sports Leadership Topical Presentations



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