



# Mill Hill

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# International

2023/2024

# ONE YEAR GCSE CURRICULUM GUIDE



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Pupils enter Mill Hill International from a wide variety of educational backgrounds and our guiding principle is to create a supportive yet challenging educational experience which allows all of our pupils to thrive and excel in the British independent education system. This aim extends beyond the pupils' time at Mill Hill International; we hope that the pupils' progress will be sufficient to allow them to achieve their full potential as they move to British independent schools.

The academic curriculum is complemented by an extensive programme of Games and Activities. The breadth of the curriculum, both inside and outside of the classroom, provides opportunities for all pupils to enjoy a full range of activities, sports and intellectual disciplines. We seek to ensure that pupils become more confident, motivated, resilient, determined and independent during their time with us. We aim to give all pupils an understanding of themselves as learners, as young adults and as global citizens. In addition, we want pupils to realise their own strengths, weaknesses, limitations and potential and to develop an understanding of how to thrive in the fast-paced twenty-first century. We want to engender a sense of intellectual curiosity and wonder to ensure that pupils make the most of opportunities open to them.

The curriculum at Mill Hill International aims for all pupils to develop:

- A high level of literacy and numeracy to enable effective and confident communication;
- The intellectual and study skills and habits upon which pupils will be able to draw in higher education and in the workplace;
- An international perspective and ability to communicate with others with respect and empathy;
- An understanding of British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

- An appreciation of culture through exposure to art, music, theatre, literature and sights around London and further afield, as well as an understanding on how this may benefit and enrich their lives;
- An understanding of personal, social, health and citizenship issues and an awareness of the opportunities, responsibilities, experiences and challenges of adult life;
- A strong sense of belonging and a generosity to the community both of the School and the Mill Hill School Foundation as well as of the wider world they live in;
- Sporting and physical skills which give life-long benefits such as health, fitness and self-esteem, the experience of team participation and leadership, recreational opportunities, and a balanced attitude to competition.

At Mill Hill International we are committed to ensuring that:

- Pupils are provided a full-time, supervised, education which gives experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative learning in relation to time available, timetable constraints, academic/linguistic ability and future academic need.
- Subject matter and teaching approach is appropriate for the ages and aptitudes of pupil from the most able to the least able.
- Pupils who have a statement of educational need or a learning difficulty or disability receive an education which meets their requirements.
- Everyone can fulfil their potential through providing further academic assistance for those who need it or creating greater opportunities and challenges to stretch the more able.
- The curriculum and teaching in place is appropriate to the needs of international pupils for whom English is an Additional Language.

## Provision for Pupils with Special Educational Needs and/or Disabilities

The School is committed to allowing equality of access and opportunity to all pupils, regardless of their background, ability and any particular individual difficulties or disabilities which they may experience. The School's Learning Support Coordinator plays a key role in this work and will work with the Deputy Head (Academic) to identify, through screening and ongoing monitoring, the particular needs of individual pupils and put in place strategies (and, where necessary, additional assistance) to help them fulfil their potential. Their needs and progress are regularly reviewed.

Where a pupil has a statement of special educational need or education health and care (EHC) plan, the requirements of the statement or plan are closely followed in order to ensure that the School provides an effective and accessible educational experience. The School participates fully in such statutory reviews as are required for pupils with a statement or EHC plan. For pupils with a learning difficulty and/or disability an Individual Learning Profile (ILP) is made available to assist with provision inside the classroom.

## Personal, Social and Health Education (PSHE)

The School runs a PSHE programme, which is designed to complement the academic curriculum and adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life, according to the themes of:

- health and wellbeing
- relationships, including respect for other people (especially those with protected characteristics as defined in the Equality Act 2010)
- living in the wider world (including economic wellbeing and careers education)

## Careers Education

Careers provision at Mill Hill International is delivered through the Unifrog platform which will enable all pupils to access resources and advice that is relevant to them at whatever stage of their education they may be. Unifrog is a universal destinations platform that brings all available information into one-user friendly resource which will support pupils in highlighting their skills and interests, selecting GCSE and A Level options, thinking about possible university destinations and identifying potential career paths.

Pupils have one designated tutorial per week to work on careers, with the help of their Tutors, and a tailored programme of activities to complete which are relevant to each of the different year groups. For pupils in Year 9, for example, this will be guiding them towards making informed choices about which GCSE subjects they may wish to study; for pupils in Year 10 this includes helping them choose their further education path whilst Year 11 pupils are supported both in their decisions about where they will be continuing their education after they leave Mill Hill International, both for school and university. Pupils will also be shown how to write a CV and Personal Statement which will form part of their careers profile, something which they will be able to take with them at whichever point they leave the School.

Careers provision is overseen jointly by Ms Paula Clossick (Year 11) and Mr Lee Rich (Year 9 and Year 10).

## English as an Additional Language (EAL)

As the majority of pupils at Mill Hill International have English as an Additional Language, specialist teaching is available across the curriculum. All teachers receive specific training in how to adapt their teaching to cater for non-native speakers of English.

English lessons are a fundamental part of all courses of study at Mill Hill International. Lessons aim to develop all four skill areas: reading, writing, speaking and listening as well as to develop the skills needed to use English for their academic studies. Pupils are prepared for IGCSE English as a Second Language or IGCSE English First Language.

Where pupils' level of English fall below the minimum CEFR (Common European Framework of Reference) level required for the course, additional EAL lessons will be offered. In order to accommodate these lessons within the timetable pupils may take fewer option subjects.

### Integration with Mill Hill School

Whilst pupils at Mill Hill International study separately from the pupils at Mill Hill School, there is an important focus on integration. Pupils at Mill Hill International who board are full members of the Mill Hill School boarding community; pupils at both Mill Hill International and Mill Hill School share the same boarding houses; they eat meals (apart from lunch during the school week) with the boarding pupils of Mill Hill School and they are fully integrated into the co-curricular and sporting life of the School. Pupils in Year 9 and Year 10 participate the weekly Games sessions at Mill Hill School and all pupils at Mill Hill International are eligible for Individual and Team Sports under the umbrella of the Mill Hill School Foundation. Mill Hill International pupils also participate in the various musical ensembles that are based at Mill Hill School.

Our pupils attend the fortnightly chapel services held at Mill Hill School and they take part in inter-house debating, the annual House Music or Drama Competition and other inter-house competitions. Representatives from both Schools are selected to sit on pupil representative groups such as the Food Committee and Boarding Councils.

### Differentiation, Academic Support and Extension

The School is committed to ensuring that teaching is differentiated appropriately for all pupils. Teaching staff are also expected to be available to provide additional support with academic work.

Teachers are also encouraged to set challenging and interesting extension work and to really encourage all pupils to have a go. Teachers who discover pupils with particular interests should attempt to foster this by also offering independent work that a pupil may do such as further subject reading, research or project-based assignments.

Pupils who are excelling are challenged and those who are struggling, or are in need of additional support, are internally assessed and support strategies are put in place to help pupils achieve their potential, following the Academic Support Strategy. The interventions are periodically reviewed and where necessary updated so that the pupils are receiving the most appropriate level of support. These decisions are data driven and coordinated by both Heads of Department and Heads of Faculty.

### Organisation of the Curriculum

There are three academic courses at Mill Hill International. Most pupils complete at least one year of study, but subject to availability, pupils may stay for one or two terms.

### One Year GCSE curriculum

At Mill Hill International all pupils study Mathematics and English as their core curriculum. To recognise the variety of educational and cultural backgrounds that pupils come from and their individual interests and aptitudes, particularly language proficiency, the pupils then select three options.

Pupils are advised to think about breadth of study although this may not always be appropriate or achievable.

The structure of the curriculum for this year is as follows:

<b>Core examined subjects</b>	English (First Language or Second Language, as appropriate). Mathematics (plus Additional Mathematics, as appropriate)
<b>Other Examined Subjects</b>	Art and Design, Biology, Business Studies, Chemistry, Computer Science, Design and Technology (D&T), Economics, Geography, History, Physics, Psychology
<b>Non-examined</b>	Personal, Social, and Health Education (PSHE), Physical Education (PE)
<b>Enrichment</b>	All pupils participate in an Enrichment Programme. For pupils who study Art and Design or Design and Technology this will be in the form of additional workshop time. Other pupils take part in community work which involves volunteering to work within the wider School Foundation, such as teaching in the Pre-Prep School, Grimsdell, or volunteering in Mill Hill Community, such as charity shops or working with one of the School's charities, Age UK. Also offered in the Enrichment programme is the opportunity to take part in the Duke of Edinburgh Award (Bronze).
<b>Activities</b>	All pupils participate in the School's co-curricular programme
<b>Community</b>	All pupils have the opportunity to participate in community action activities



**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.

**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.

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

<b>Chemical Engineering</b>	Chemistry and Mathematics usually required, with Physics also preferred.
<b>Classics</b>	Latin or Greek usually preferred or required.
<b>Computer Science</b>	Mathematics often required. For some courses Computer Science is preferred.
<b>Dentistry</b>	Chemistry required with two Mathematics/Science subjects preferred.
<b>Drama</b>	Theatre Studies and/or English required. A foreign language and/or History are required for some courses.
<b>Economics</b>	Mathematics required for many institutions. Further Mathematics is preferred at very competitive institutions.
<b>Engineering (most types)</b>	Mathematics and Physics normally required, except for foundation courses and some civil engineering courses.
<b>English</b>	English normally required and a foreign language to GCSE at certain universities.
<b>Environmental Science</b>	Biology and Chemistry usually preferred.
<b>Food Science/ Technology</b>	Chemistry required. One or two more Sciences often preferred.
<b>French</b>	French required. Second foreign language is often an advantage.
<b>Geography</b>	Geography normally required.
<b>Geology</b>	Two or three Sciences/Mathematics subjects usually required.
<b>German</b>	German required. Second foreign language is often an advantage.
<b>History</b>	History required or preferred.
<b>Law</b>	No specific subject requirements, though subjects such as English, History, Mathematics are well regarded.
<b>Management Studies</b>	Mathematics occasionally required.
<b>Materials Science/ Metallurgy</b>	Two or three Mathematics/Science subjects usually required.
<b>Mathematics/ Statistics</b>	Mathematics required.
<b>Medicine</b>	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.
<b>Music</b>	Music normally required.
<b>Pharmacy/ Pharmacology</b>	Chemistry required. Two more Mathematics/Science preferred.
<b>Philosophy</b>	No specific subject requirements, though subjects such as Religious Studies, Classical Civilisation and Mathematics are well regarded.
<b>Physics</b>	Mathematics and Physics usually required.
<b>Physiology</b>	Chemistry required, Biology preferred, plus sometimes another Mathematics/Science subject.
<b>Psychology</b>	One or two Science/ Mathematics subjects. No A level subject requirements for some courses, although these are becoming rarer.
<b>Quantity Surveying</b>	A Science subject may be required for some courses.
<b>Spanish</b>	Spanish required. Second foreign language is often an advantage.
<b>Sports Studies</b>	Mathematics or Physics may be required and potentially Biology.
<b>Theology</b>	No specific subject requirements, though Religious Studies would be an advantage
<b>Veterinary Science</b>	Chemistry required plus two Mathematics/Science subjects preferred.

**Examination Board:** Cambridge International

**Syllabus and Code:** First Language English 0990

### Overview

Cambridge IGCSE (9-1) First Language English is designed for learners whose first language is English. The course allows learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing;
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation;
- develop a personal style and an awareness of the audience being addressed

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE (9-1) First Language English also develops more general analysis and communication skills such as inference and the ability to order facts and present opinions effectively.

### Topics Covered

Cambridge IGCSE (9-1) First Language English offers pupils the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Candidates will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences. Candidates will develop both their speaking and their listening skills, delivering a presentation, and responding to questions and engaging in conversations. Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

### Assessment

Pupils in this course will have regular internal assessment, in the form of interim tests and end of term tests in order to monitor their progress throughout the year.

Pupils will completed external assessments in the Summer term:

*Paper 1 Reading, 2 hours (80 marks 50%)*

Candidates answer three questions on three texts (passages) which may be on a similar topic. Passage A and B will be 700–750 words long and Passage C will be 500–650 words long.

*Paper 3 Directed Writing and Composition, 2 hours (80 marks 50%)*

Candidates answer one question on a passage or passages totalling 650–750 words, and then complete one composition task from a choice of four titles.

*Speaking and Listening Test*

Marks for this component do not contribute to the overall grade. Certificates record achievement of pass, merit or distinction.

### Cross-curricular Links and Co-curricular Opportunities

Material studied in English will have relevance across all aspects of the curriculum and help develop broader literacy skills in reading and writing. This course in particular links across the essay-based subjects, although its focus on analysis and accurate extended written and oral communication can be applied to most other disciplines.

### Preparation for Learning

Pupils are encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. An interest in and an ability to read extended texts in English will increase the ability to empathise, imagine and create that is so crucial to this qualification.

### Course Book

Cox, M. Cambridge IGCSE First Language English Coursebook. Fifth Edition. Cambridge University Press. ISBN: 978-1-108-43888-9

### Useful Links

- <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-9-1-first-language-english-0990/>
- <https://www.cambridgeinternational.org/resource-centre/>





**Examination Board:** Cambridge International

**Syllabus and Code:** English as a Second Language (Count-in Speaking) 0991

### Overview

Cambridge IGCSE (9–1) English as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. It will enable them to become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts. It aims to develop learners' ability to use English effectively for the purpose of practical communication, form a solid foundation for the skills required for further study or employment using English as the medium, develop learners' awareness of the nature of language and language-learning skills and promote learners' personal development.

### Topics Covered

- Free time
- TV
- Food
- Transport
- Holidays
- Learning
- Jobs
- Communication
- Interviews
- Education
- Achievements
- Organisations
- Famous People
- Medical care
- Sport
- Social media
- Pollution
- Hunger
- Clothing
- Technology

### Assessment

Pupils in this course will sit regular internal assessment in the form of interim tests, projects, presentations and end of term examinations.

All candidates will sit the examination in the Summer Term of Year 11 and take three components. Candidates who have studied the core syllabus content will be entered for Paper 1 (Reading and writing), Paper 3 (Listening) and Component 5 (Speaking). These candidates will be eligible for grades 5 to 1. Candidates who have studied the extended syllabus content should be entered for Paper 2 (Reading and writing), Paper 4 (Listening) and Component 5 (Speaking). These candidates will be eligible for grades 9 to 3.

### Cross-curricular Links and Co-curricular Opportunities

English is a subject which has huge relevance across the curriculum and during the course you will be encouraged to draw links to the Sciences and Humanities. There are a range of co-curricular activities both at Mill Hill International and Mill Hill School including TED Talks, Drama and debating society.

### Preparation for Learning

Read widely in English and listen to a range of English language recordings such as podcasts or TED Talks. Record new vocabulary in a notebook. Be familiar with the main tenses in English and how they are used. Be familiar with the genres of informal emails, reviews, articles and reports.

### Course Book

English as a Second Language Course Book, Peter Lucantoni, ISBN: 9781108465953.

### Useful Links

- BBC Learning English: <http://www.bbc.co.uk/learningenglish/>
- British Council Learning English: <https://learnenglish.britishcouncil.org/>
- BBC Bitesize English: <https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>
- BBC News: <https://www.bbc.co.uk/news>
- TED Talks: <https://www.ted.com/talks>
- Cambridge Dictionary Online: <https://dictionary.cambridge.org/>
- Examination board website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-igcse/>



**Examination Board:** Pearson Edexcel

**Syllabus and Code:** Mathematics A 4MA1

### Overview

Pearson Edexcel IGCSE Mathematics (Specification A) is an internationally recognised and equivalent to Pearson's regulated GCSE qualification. It has been designed to extend pupils' knowledge by broadening and deepening skills. In addition to being a Pearson product, this qualification is widely accepted by A Level providers as the content, skills and assessment structure of this qualification has been validated as appropriate by educational consultants and university professors. With such an endorsement, it comes as no surprise that it is widely accepted by universities and employers as proof of mathematical knowledge and understanding.

### Topics Covered

Pupils may follow either the Foundation Tier or the Higher Tier. Candidates aiming for grades 9–5 should follow the Higher Tier. All pupils will study the following topics:

1. Number
  - Use numerical skills in a purely mathematical way and in real-life situations.
2. Algebra
  - Use letters as equivalent to numbers and as variables.
  - Understand the distinction between expressions, equations and formulae.
  - Use algebra to set up and solve problems.
  - Demonstrate manipulative skills.
  - Construct and use graphs.
3. Geometry
  - Use the properties of angles.
  - Understand a range of transformations.
  - Work within the metric system.
  - Understand ideas of space and shape.
  - Use ruler, compasses and protractor appropriately.
4. Statistics
  - Understand basic ideas of statistical averages.
  - Use a range of statistical techniques.
  - Use basic ideas of probability.

### Assessment

External assessment will take place at the end of the course through two papers lasting 2 hours each. Both papers are weighted at 50% of the qualification, targeted at grades 9–4 with 3 allowed.

### Cross-curricular Links and Co-curricular Opportunities

As part of the Maths programme pupils will have the opportunity to be part of the Maths Society at Mill Hill School. They will also have the opportunity to take part in the United Kingdom Mathematics Trust (UKMT) Individual and Team challenges as well as the Hans Woyda Mathematics Challenge, where they collaborate with pupils from Mill Hill School to represent the Foundation.

### Preparation for Learning

We recommend that pupils who are beginning this course should have previously studied an appropriate lower secondary Mathematics programme. Pupils need to have strong arithmetic skills and be competent in basic algebra. They should also have a good knowledge of simple formulae for the area of plane figures.

### Course Book

Edexcel International GCSE (9-1) Mathematics A Student Book 1  
Edexcel International GCSE (9-1) Mathematics A Student Book 2

### Useful Links

- Useful for accessing past papers: <https://www.savemyexams.co.uk/igcse-maths-edexcel-new/>
- Website with practice questions and video tutorials for various topics (login needed): <https://vle.mathswatch.co.uk/vle/>
- Website with practice questions and video tutorials for various topics: <https://www.mathsgenie.co.uk/>



**Examination Board:** Pearson Edexcel

**Syllabus and Code:** Art, Craft and Design 1ADO

### Overview

Art and Design is a broad two-year course exploring practical and contextual work through a range of two dimensional and three-dimensional processes. The course is designed for pupils with a passion for the subject and a desire to know more about historical and contemporary art while learning how to use art materials and processes to develop and express the pupils' own ideas.

Pupils will learn how to build a portfolio of work by completing a wide range of activities and in-depth assignments. Topics are introduced as starting points to help the pupil investigate and develop a body of coursework, with the support and guidance of the teacher. In the second year, pupils will be set an independent topic by the teacher, followed by an externally set assignment which provides pupils with the opportunity to create a personal and meaningful response.

Throughout the course pupils will:

- Develop and explore ideas
- Select and experiment with appropriate media, materials, techniques and processes
- Record ideas, observations and insights
- Present personal and meaningful responses

At the beginning of the course pupils will be introduced to a wide range of practical skills during teacher-led workshops in at least two of the title areas mentioned below.

Pupils will then select two title areas to create their personal portfolio. For the externally set assignment in the second year pupils will select one of these areas to focus on:

- Fine art
- Graphic communication
- Textile Design
- Three-dimensional design
- Photography

### Topics Covered

Areas of study:

- Still life, unity in Art
- Art and food
- Practical focus on one area from the following:
  - Fine art: Print-making, drawing and painting
  - Textile design: Batik, embellishment and embroidery
  - Three dimensional design: Sculpture
  - Photography: Rule of Thirds

### Assessment

The Pearson Edexcel Level 1 GCSE (9-1) in Art, Craft and Design course consists of two internally assessed and externally moderated components.

Component 1: Personal Portfolio (internally set). 60% of the qualification (marked out of 72)

Pupils are expected to create work associated with at least two areas of study chosen from the endorsed list.

Component 2: Externally set assignment. 40% of the qualification (marked out of 72) Pupils are expected to create work associated with one area of study chosen from the endorsed list. This is completed in the Summer term.

Pupils are given weekly action plans with guidance on set prep tasks, these are set to consolidate classroom learning. Termly tests are set to assess practical skills learnt in each unit, monitoring the pupils use of English to annotate their work and an overall achievement mark for the assessment objectives below. Written feedback is presented in one-to-one tutorials following each test.

Assessment objectives

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes
- AO3 Record ideas, observations, and insights relevant to intentions as work progresses
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

### Cross-curricular Links and Co-curricular Opportunities

School trips to galleries and museums that link topic across the curriculum.

### Preparation for Learning

Summer prep is issued at the beginning of the summer holiday to ensure practising observational drawing skills are established prior to starting the course. Pupils are encouraged to draw regularly and take photographs of their surroundings. Collect reference material and sources of inspiration such as postcards, found images and art materials. Watch documentaries about Art and artists, visit galleries and fairs.

### Course Book

There is no course book for this course, but pupils should look at the examination board webpage for the syllabus.

### Useful Links

- [www.edexcel.com/gcseart2016](http://www.edexcel.com/gcseart2016)
- <http://www.bbc.co.uk/schools/gcsebitesize/art/>
- <https://www.nationalgallery.org.uk/>
- <http://www.tate.org.uk/visit/tate-modern>
- [https://www.metmuseum.org/toah/hd/nstl/hd\\_nstl.htm](https://www.metmuseum.org/toah/hd/nstl/hd_nstl.htm)

**Examination Board:** AQA

**Syllabus and Code:** Biology 8461H (Higher tier), 8461F (Foundation tier)

### Overview

The AQA course provides pupils with the opportunities to learn a vast range of skills and knowledge regarding the complex and diverse phenomena of the natural world. Pupils studying this course will explore the vast range of biological principles including cell biology, organisation systems, genetics, bioengineering and the ecological world. Pupils will also find studying this course will develop their language proficiency skills.

This subject will encourage pupils to consolidate and develop previously taught biological principles. This course also encourages hands-on engagement as they will be expected to complete ten core practical investigations. Pupils will be expected to apply their knowledge to a range of contexts, use numerical data to identify trends, use worldwide data to make a conclusion, use critical thinking skills, look a range of sources, make conclusions, and draw and interpret graphs.

The qualification grade is awarded on a nine-point scale 9-1, where 9 is the best grade. Pupils sitting the Foundation tier assessment paper will be awarded grades 5-1. Pupils sitting the Higher tier papers will be awarded grades 9-4.

### Topics Covered

1. Cell Biology
2. Principles of Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance and Variation
7. Ecology

### Assessment

Pupils will complete internal assessments including multiple-choice quizzes, interim assessments and end of term examinations. Pupils will also complete two externally assessed papers in the Summer term. Paper 1 will cover topics 1-4 and Paper 2 will cover topics 5-7.

### Cross-curricular Links and Co-curricular Opportunities

There are opportunities for pupils to discuss social and moral issues to enable them to make educated life choices in terms of their health (contraception, diet, health). Content is linked to global and local news where possible e.g., climate change, vaccination programmes. The AQA programme of study links with a range of GCSE subjects including Geography (Topic 7 Ecology), Mathematics (pupils are expected to use mathematical skills to a range of questions), History (discovery and developments of modern medicine), Chemistry (Environmental science and quantitative chemistry) and PSHE (contraception, health and the misuse of drugs).

### Biology Peer Mentor Programme

The Biology Peer Mentor Programme is a mentoring programme designed to provide Year 10 GCSE Biology pupils with the opportunity to connect with and learn from a high calibre science pupil mentor who can share insights, celebrate successes, and help navigate challenges. Pupils can volunteer to meet like-minded pupils who enjoy Biology.

### CREST Award

CREST is the British Science Association scheme for STEM project work that inspires young people to think and behave like scientists and engineers. This is a co-curricular activity open to pupils in Years 9-11. There are two awards that can be achieved. The first is called the bronze award which is open for pupils in Years 9 and 10. Pupils work independently or in groups to plan and run a project addressing a real-world STEM problem. All pupils in Year 9 are provided with this opportunity in the Autumn term. Year 10 pupils have opportunities to complete this award in after school sessions. The second is called the silver award which is designed to stretch pupils and enrich their STEM studies. Pupils develop their own project idea and gain in-depth experience of the scientific method or engineering design process.

### Gardening Club

This club allows pupils to connect with nature through positive learning experiences which benefits mental well-being, the environment, and the wildlife in the community.

### Eco Club

A co-curricular club where likeminded pupils can engage in taking environmental actions to have a positive effect on the environment.

### Biology Challenge

Biology Challenge is open to pupils in Years 9 and 10. The competition consists of two 25-minute multiple choice papers to be taken online under supervised exam conditions. The Biology Challenge is led by UKBC. Pupils who complete these challenges will find this is an excellent pathway to participating on the Biology Olympiad which is open to post-16 pupils.

### Preparation for Learning

Read through the curriculum AQA Biology (single science) syllabus before the start of the academic year to help you identify topics that you are familiar with and prepare you for new content.

Create a digital vocabulary book on your iPad, which should be divided into three sections:

- definition of the word
- a video or picture of the word
- an example using that word in a new context.

Set up an account with Quizlet and test yourself on several of the biological topics.

### Course Book

All pupils studying biology have access to digital textbook Essential Biology for Cambridge IGCSE (Oxford University Press). Pupils will be provided with a knowledge organiser and a revision map for each of the topics. and they can use these to test their knowledge on the core content throughout the term. In addition, pupils will provide with a KS4 AQA Biology Revision guide and Workbook from CGP, which will support pupils learning.

- Cambridge IGCSE® & O Level Essential Biology: Print and Enhanced Online Student Book Pack Third Edition, Gareth Williams & Richard Fosbery, ISBN: 978-1382006026.
- CGP GCSE AQA Biology Exam Practice Higher Level ISBN: 9781782944829
- CGP GCSE AQA Biology Revision Guide Higher level ISBN: 9781782945567
- AQA Biology third Edition Anna Fullick ISBN: 9780198359371



## Useful Links

- <https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>
- <https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/>
- <https://senecalearning.com/en-GB/seneca-certified-resources/biology-gcse-aqa-1/>

**Examination Board:** Pearson Edexcel

**Syllabus and Code:** Business 1BS0

## Overview

The GCSE Business Studies syllabus develops pupils' understanding of business activity in the public and private sectors, and the importance of innovation and change. Pupils learn how the major types of business organisations are established, financed and run. Successful learners will be able to:

- Understand different forms of business organisations, the environments in which businesses operate, and business functions such as marketing, operations and finance
- Appreciate the role of people in business success
- Calculate and interpret business data
- Support their arguments with reasons
- Analyse business situations and reach decisions or judgements

## Topics Covered

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business
- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making operational decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

## Assessment

Pupils will complete two examinations of 1 hour 45 minutes. The papers are divided into three sections, Section A which is worth 35 marks, Section B which is worth 30 marks and Section C which is worth 25 marks. The papers consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C of each paper will be based on business contexts given in the paper.

## Cross-curricular Links and Co-curricular Opportunities

There is overlap between topics in Business Studies and Geography such as economic development. Also overlap between topics in Design Technology such as production and quality.

## Preparation for Learning

Read through the Edexcel Syllabus.

Use BBC Bitesize for revision and study materials, as well as activities and quizzes. Use Tutor 2U which contains a comprehensive range of support materials including videos and worksheets.

Create flash cards.

Keep a vocabulary book. Write any new vocabulary learned in the book, along with its definition and an example of how it is used in a sentence.

Parents can support by using activities and revision resources found on the VLE to help the pupils study encourage pupils to watch the news and read a quality newspaper. Parents can also mark past paper questions their child has completed using the mark schemes available online.

## Course Book

Edexcel CSE (9-1) Business, Paperback, Pearson Schools, ISBN: 978-1292179841

## Useful Links

- <https://www.bbc.co.uk/bitesize/subjects/zpsvr82>
- <https://www.bbc.co.uk/news>
- <https://www.tutor2u.net/>
- <https://www.s-cool.co.uk/>
- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

**Examination Board:** Cambridge International

**Syllabus and Code:** Chemistry 0971

### Overview

The Chemistry syllabus enables learners to better understand the technological world, with an informed interest in scientific matters, to recognise the usefulness of scientific method, and how to apply this to other disciplines and in everyday life, develop and interest in and care for the environment. This curriculum framework covers the following content areas: scientific enquiry, chemistry. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also part of the curriculum.

### Topics Covered

- The particulate nature of matter
- Experimental techniques
- Atoms, elements and compounds
- Stoichiometry
- Electricity and chemistry
- Chemical energetics
- Equilibria
- Chemical reactions
- Acids, bases and salts
- The Periodic Table
- Metals
- Chemistry of the Environment
- Organic chemistry
- Chemical Analysis

### Assessment

Pupils will complete three examinations in the Summer term:

- Multiple Choice, 45 minutes
- Theory, 1 hour 15 minutes
- Alternative to Practical, 1 hour

### Cross-curricular Links and Co-curricular Opportunities

There are many links with other subjects, for example the topic of sustainability is pertinent to Geography, History, D&T, as well as Biology through exploration of maintaining biodiversity. Kinetic theory has cross-curricular links with Physics and Mathematics and the understanding of calculations in Chemistry requires an ability to apply mathematical rules and equations. There is also the question of data analysis which has links with Computer Science and Mathematics. The study of metals, building materials and polymers has obvious links with D&T. In addition, the emphasis on STEM practise throughout the school encourages links with PE and English.

### Preparation for Learning

To make the course a worthwhile educational experience for all learners and allow them to acquire sufficient knowledge and understanding throughout the year, pupils should come prepared to develop an informed interest in scientific matters through extensive reading, both in terms of reading scientific literature, watching documentaries, and following current affairs in technology in news articles and

magazines such as the New Scientist. They should visit places of interest such as the Science Museum to develop a context for their learning in terms of historic inventions and current innovations.

### Course Book

- Cambridge IGCSE (R) & O Level Complete Chemistry: Student Book Fourth Edition, ISBN: 978-1382005852
- Cambridge IGCSE Chemistry Fourth Edition Harwood and Lodge ISBN 978-1-107-61503-8

### Useful Links

- <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-chemistry-9-1-0971/>
- <https://phet.colorado.edu/en/simulations/category/chemistry>
- <https://www.savemyexams.co.uk/igcse.html>
- <http://www.docbrown.info/gcsechemistry.htm>
- <http://www.creative-chemistry.org.uk/>
- <http://www.bbc.co.uk/schools/gcsebitesize/science/>
- <http://www.chemactive.com/igcse.html>
- <https://www.pslc.ws/macrog/kidsmac/wiap.htm>





**Examination Board:** Cambridge International

**Syllabus and Code:** Computer Science 0984

### Overview

Computer Science learners study the principles and practices of computing and gain confidence in computational thinking and programming. They learn to programme in the Python language by writing computer code and they develop their understanding of the main principles of problem-solving using computers. Pupils apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions. This qualification helps learners appreciate current and emerging computing technologies and the benefits of their use. They learn to recognise the ethical issues and potential risks when using computers.

### Topics Covered

Computer Systems

1. Data representation
2. Data transmission
3. Hardware
4. Software
5. The internet and its uses
6. Automated and emerging technologies

Algorithms, Programming and Logic

7. Algorithm design and problem-solving
8. Programming
9. Databases
10. Boolean logic

### Assessment

Pupils in Year 10 will They will also sit an internally assessed end of year examination which will cover all of the topics completed in the year.

Pupils will have regular internal assessment, in the form of interim tests and end of term tests in order to monitor their progress throughout the year. At the end of the course pupils will complete two examinations of 1 hour 45 minutes in the Summer term. Both papers have short-answer and structured questions. All questions must be completed and calculators will not be permitted. Paper 1 will focus on topics 1-6 and Paper 2 will focus on topics 7-10.

### Cross-curricular Links and Co-curricular Opportunities

English: Technical words and notation. Automated and emerging technologies (Cyber Security, Robotics and Artificial Intelligence) section requires a good ability to explain and write grammatically correct worded answers.

Business Studies/Economics: Software types and pricing.

Mathematics: Understand the denary, binary and hexadecimal number systems. Understand how to add two positive 8-bit binary integers and why overflow occurs in binary addition. Python mathematical and logical functions.

### Preparation for Learning

Read through the IGCSE Syllabus and overviews given in class at the start of the academic year.

Review new learning each evening.

Keep a vocabulary book. Write any new vocabulary learned in the book, along with its definition and an example of how it is used in a sentence.

### Course Book

Theory textbook: Cambridge IGCSE & O Level Computer Science Student's Book Second Edition, Watson, D and Williams, H

Programming textbook: Learning to Program in Python (PG Online), P. M. Heathcote

### Useful Links

- <https://www.cambridgeinternational.org/Images/595440-2023-2025-syllabus.pdf>
- <https://www.tutorialspoint.com/python/index.htm>
- <https://www.w3schools.com/python/>
- <https://www.python.org/downloads/>
- <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-9-1-computer-science-0984/published-resources/>



**Examination Board:** Cambridge International

**Syllabus and Code:** Design and Technology 0979

### Overview

In this course, pupils will learn and demonstrate a wide range of practical manufacturing skills alongside the development of design autonomy and problem-solving skills. The course assessment provides pupils with the opportunity to accrue marks for their design skills in response to a given 'real life' context, to demonstrate their understanding of the properties of a wide range of materials used in product manufacture, and to choose a specific area of focus in their project work which will constitute half of their overall mark for the course. The coursework component allows pupils to work with different media, materials and tools to produce a made product, and explore both traditional methods of designing and making (using sketching and workshop tools and equipment), and also Computer-Aided Design and Manufacture.

### Topics Covered

- Coursework Component: development into final design idea; manufacture of final idea; evaluation and testing of final product.
- Skills development for Paper 1: Product Design, which tests design thinking: development of sketching techniques and annotation; generating a range of ideas and using evaluation to refine ideas into a final idea; understanding the range of constraints upon designing including social, moral, cultural and environmental issues.
- Developing and consolidating knowledge for Paper 3: Resistant Materials: smart and modern materials, wood, plastics, metals, composites, preparing materials, setting/marking out; testing; shaping; joining and assembly, finishing.

### Assessment

Pupils complete a coursework project during the year and then two examinations in the Summer term.

*Paper 1 Product Design, 1 hour 15 minutes (50 marks, 25%)*

Testing design thinking.

*Paper 3 Resistant Materials 1 hour (50 marks, 25%)*

Testing knowledge of tools, processes, and properties and characteristics of a range of resistant materials.

*Component 2 Coursework Project (100 mark, 50%)*

This is a school-based assessment, internally marked and externally moderated.

### Cross-curricular Links and Co-curricular Opportunities

Design and Technology has links with many other subjects in the school curriculum, such as Art, Mathematics, Geography, Computer Science and Business Studies. There are also links with Chemistry in the study of materials and their properties and characteristics. Students can take part in many activities here at Mill Hill International and at Mill Hill School including Drone Club, Eco Clubs, and DT After School Clubs.

### Preparation for Learning

Develop a critical awareness of contemporary working designers, keeping a scrapbook of images/articles they find interesting or inspiring alongside the other more formal tasks on the course. Keep a book of key vocabulary, adding to it and reviewing it regularly. Practise quick sketching exercises frequently, including observational drawing, which will help in Product Design examination and in the course of the Project. Use revision resources available and revision quizzes to test and consolidate knowledge

### Course Book

Cambridge IGCSE Design & Technology Student's Book, J Harris, D Bell, Chris Hughes, M McLain, S Ross, D Wooff, ISBN: 9780008293277

### Useful Links

- Industrial design drawing examples: <https://www.creativelive.com/blog/jorge-paricio-drawing-stages/>
- Sketching practice: <https://www.sketch-a-day.com/>
- Materials information and quizzes: <https://design-technology.org/>
- Excellent revision resource covering all aspects of Design and Technology: <http://www.technologystudent.com/>
- Materials: Woods, metals and polymers. Properties, finishes and joining methods: [http://www.technologystudent.com/despro\\_flsh/materials\\_main1.html](http://www.technologystudent.com/despro_flsh/materials_main1.html)
- The design process: <http://www.technologystudent.com/designpro/despro1.htm>
- Scales of production: <http://www.technologystudent.com/prddes1/prddex1.html>
- Beginner's guide to Adobe Illustrator (video tutorials and worksheets): [https://garethdavidstudio.com/tutorials/series/beginners\\_guide\\_adobe\\_illustrator/](https://garethdavidstudio.com/tutorials/series/beginners_guide_adobe_illustrator/)
- Beginner's guide to Adobe Photoshop (video tutorials and worksheets): [https://www.youtube.com/watch?v=sF\\_jSrBhdlg](https://www.youtube.com/watch?v=sF_jSrBhdlg)



**Examination Board:** Pearson Edexcel

**Syllabus and Code:** Economics 4EC1

### Overview

Economics is an exciting and dynamic subject which investigates the central issue of meeting society's needs and wants with limited resources. It investigates how resources are distributed in different types of society and how governments act to influence this distribution. The topics studied will give an understanding of many of the chief factors affecting our lives; our wealth and well-being. In addition, studying Economics will help develop many skills, in particular the use of data to draw conclusions and the application of theory to explain why national and global events may have happened. This course will help the pupil to develop an understanding of economic terminology and principles, and of basic economic theory. Pupils will gain an awareness of the economics of developed and developing nations and the way they interrelate. They will learn to handle simple data and to carry out economic analysis, evaluate information and discriminate between facts and value judgments in economic issues.

### Topics Covered

The market system:

- The economic problem
- Economic assumptions
- Demand, supply and market equilibrium
- Elasticity
- The mixed economy
- Externalities

Business economics:

- Production
- Productivity and division of labour
- Business costs, revenues and profit
- Business competition
- The labour market
- Government intervention

Government and the economy:

- Macroeconomic objectives
- Government policies
- Relationships between objectives and policies

The global economy:

- Globalisation
- International trade
- Exchange rates

### Assessment

Pupils will complete both examinations of 1 hour 30 minutes. The papers consist of four questions each, with sub-questions in the form of multiple-choice, short-answer, data response and open-ended questions. Both question papers will draw on topics taken from the whole of the syllabus content.

### Cross-curricular Links and Co-curricular Opportunities

There is overlap between topics in Economics, Business Studies, Mathematics and Geography, for example, economic development. There is also overlap between topics in Design Technology such as production and quality.

### Preparation for Learning

Read through the Edexcel Syllabus.

Use BBC Bitesize for revision and study materials, as well as activities and quizzes.

Use Tutor 2U which contains a comprehensive range of support materials including videos and worksheets.

Create flash cards.

Keep a vocabulary book. Write any new vocabulary learned in the book, along with its definition and an example of how it is used in a sentence.

Parents can support by using activities and revision resources found on the VLE to help the pupils study encourage pupils to watch the news and read a quality newspaper. Parents can also mark past paper questions their child has completed using the mark schemes available online.

### Course Book

- Edexcel International GCSE (9-1) Economics Student Book D. A. Turner ISBN-13: 9780435188641
- Edexcel International GCSE Economics Revision Guide Print and Ebook Bundle Rob Jones ISBN-13: 9781446905739

### Useful Links

- <https://www.bbc.co.uk/bitesize/subjects/zpsvr82>
- <https://www.bbc.co.uk/news>
- <https://www.tutor2u.net/>
- <https://www.s-cool.co.uk/>

**Examination Board:** Pearson Edexcel

**Syllabus and Code:** Geography 4GE1

### Overview

The IGCSE Geography course helps to build on the fundamental building blocks of geographical knowledge it allows pupils to develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world. Pupils learn to appreciate the importance of the location of places and environments at a range of scales and that people have different views of, and attitudes to, the world, its environments and its issues. Pupil will undertake geographical investigations that include both primary and secondary data collection, presentation and analysis, drawing conclusions, and evaluating the whole geographical investigation this allows them to develop and apply their learning to the real world through fieldwork.

### Topics Covered

- Urban Environments: trends in urbanisation over time, the rise of the mega city problems associated with rapid urbanisation, emerging v advanced countries, sustainable urban development.
- Geographical Fieldwork Enquiry: Investigation into urban change in King's Cross London, sampling, data collection, presentation, conclusion and evaluation.
- Globalisation and Migration: Causes of globalisation, the emergence of the global economy and its role in driving economies. Studying different types of migration considering the positive and negative impacts on host countries, the emergence of ecotourism and study this through a unique case study in Costa Rica.
- Hazardous Environments: Characteristics, distribution and measurement of different types of hazards. Causes, impacts and responses for a range of climatic and tectonic hazards.
- River Environments: Revision of Water Cycle, Drainage Basin and River processes. Causes of flooding, river regimes, storm hydrograph. Long and cross profile of a river, sustainable management, global water management.
- Economic Activity and Energy: Classification of employment by economic sector, The Clarke-Fisher model, location of industry. Types, advantages and disadvantages of Energy-Renewable and non-renewable, global energy supply, demand and consumption.
- Geographical Fieldwork Enquiry: Investigation into how river processes and form change along a river, sampling, data collection, presentation, conclusion and evaluation.

### Assessment

Pupils will complete interim and end of term examinations throughout the course, testing the different topics Pupils will complete two papers in the Summer term:

Paper 1: Physical Geography, 1 hour 10 minutes (70 marks, 40%)

Section A – pupils choose two out of three topics from: River environments; Coastal environments; Hazardous environments.

Section B – pupils choose one out of three fieldwork-related questions from: River environments; Coastal environments; Hazardous environments.

Paper 2: Human Geography, 1 hour 45 minutes (105 marks, 60%)

Section A – pupils choose two out of three topics from: Economic activity and energy; Rural environments; Urban environments.

Section B – pupils choose one out of three fieldwork-related questions from:

Economic activity and energy; Rural environments; Urban environments.  
Section C –Development and human welfare.

Cross-curricular Links and Co-curricular Opportunities

The content that is studied in Geography has links to multiple other courses including ICT, DT, Psychology, Biology, Business Studies and Mathematics. Possible trips that relate to the course could include The Dynamic Earth Museum, The Natural History Museum, King's Cross London and The River Tillingbourne in Surrey. There are also several co-curricular clubs that pupils with an interest in Geography can take part in. For example, there is Eco club offered at Mill Hill International by Mr Parker, Geography Society offered at Mill Hill School, Geography anguage and the Duke of Edinburgh Award as part of Enrichment that supports fieldwork and geographical skills for the specification.

### Preparation for Learning

Read through the Edexcel IGCSE Geography Syllabus and overviews given in class at the start of the academic year.

Review new learning each evening.

Keep a vocabulary book. Write any new vocabulary learned in the book, along with its definition and an example of how it is used in a sentence.

Use the BBC Bitesize website to consolidate Key Stage 3 knowledge.

### Course Book

IGCSE Geography Textbook Michael Witherick 2017 ISBN-13: 978-0435016951

### Useful Links

- Obtain specification information, resources, sample assessment material and past examination papers: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-geography-2017.html>
- Useful for consolidating previous geography knowledge and revising for exams: <https://www.bbc.com/bitesize/subjects/zrw76sg>
- Useful for making your own flash cards, sharing them with other people, and looking at flashcards made by others. There is also an app: <https://quizlet.com/en-gb>
- Useful for overall revision and physical geography animations: <https://www.s-cool.co.uk/gcse/geography>
- Up to date news articles relating to geography for wider reading: <https://www.geographyinthenews.org.uk/>



**Examination Board:** Pearson Edexcel

**Syllabus and Code:** History 4HI1

### Overview

The IGCSE History course gives pupils the opportunity to develop and extend their knowledge and understanding of specified key events, periods and societies in history and to appreciate the wide diversity of human experience. They will be able to engage in historical enquiry and thereby develop their skills as independent learners and as critical and reflective thinkers. History helps to develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Pupils will ultimately be taught to develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.

### Topics Covered

- Russia and the Soviet Union 1905-24
- Superpower Relations 1943-72
- Civil Rights in the USA 1945-74
- The League of Nations and the UN 1919-2011

### Assessment

Internal assessments include end of unit tests, interim tests and end of term and mock examinations.

Pupils will sit two examination papers in the Summer term.

*Paper 1: Depth Studies, 1 hour 30 minutes (50%)*

Pupils will answer two source and one essay question on each of their nominated Depth Studies.

*Paper 2: Investigation and Breadth Studies, 1 hour 30 minutes (50%)*

Pupils will answer source-based question on their investigation study (Russia and the USSR), and knowledge-based questions on their breadth study (The League and UN 1919-2011)

### Cross-curricular Links and Co-curricular Opportunities

There are obvious links between the content of the History IGCSE and that taught in other subjects such as Business Studies, Economics, Geography and English. As a newly-launched subject, there are no trips or societies in existence yet but it is anticipated that these will be established in due course.

### Preparation for Learning

Pupils should familiarise themselves with the Edexcel IGCSE History syllabus and overviews given in class at the start of the academic year.

Review new learning each evening and annotate any notes made using the relevant IGCSE digital textbook.

Keep a glossary of key terminology and of key individuals covered over the duration of each module.

Use the past papers, examiner reports and mark-schemes that are available through the Pearson Edexcel website.

### Course Book

A World Divided – Superpower Relations, 1943 -72 ISBN: 9781292326986

A Divided Union – Civil Rights in the USA 1945 -74 ISBN: 9781292326924

Russia and the Soviet Union 1905 –24 ISBN: 9781292326979

The Changing role of International Organisations; The League and the UN 1919-2011 ISBN: 9781292326948

### Useful Links

- <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-history-2017.html>
- <https://senecalearning.com/en-GB/blog/free-edexcel-history-igcse-revision/>
- <https://www.youtube.com/watch?v=8PtavMhOqkc>
- <https://www.mrallsophistory.com/revision/>



**Examination Board:** Cambridge International

**Syllabus and Code:** Physics 0972

### Overview

Physics helps us gain an understanding of the world around us. Its importance clear in the latest advances of modern technology. The aims of this two-year course are to: develop critical thinking, data analysis, experimental design, and problem-solving skills, expand general Physics knowledge, improve the scientific literacy of pupils, and prepare pupils both for their IGCSE Physics examinations and further study in Physics at A Level (or equivalent) if they so choose. This course is especially relevant for pupils interested in studying Physics, Engineering, Architecture, Computer Science, Natural Science, Medicine, and other sciences at university.

### Topics Covered

- General physics: length and time, motion, mass and weight, density, forces, momentum, energy, work and power, pressure
- Thermal physics: simple kinetic molecular model of matter, thermal properties and temperature, thermal processes
- Properties of waves: general wave properties, wave effects, light, electromagnetic spectrum, sound
- Electricity and magnetism: simple phenomena of magnetism, electrical quantities, electric circuits, digital electronics, dangers of electricity, electromagnetic effects
- Atomic physics: the nuclear atom, radioactivity, half-life
- Space Physics: the earth in space, stars and the universe

### Assessment

Pupils in this course will have regular internal assessment, in the form of interim tests and end of term tests to monitor their progress throughout the year. The examinations will comprise core and extension materials of the following papers from the syllabus. Pupils will also complete three external examinations in the Summer term:

- Multiple Choice, 45 minutes
- Theory, 1 hour 15 minutes
- Alternative to Practical, 1 hour

### Cross-curricular Links and Co-curricular Opportunities

The content that is studied in Physics has links to multiple other courses including Computer Science, DT, Chemistry, Biology, Geography and Mathematics. Possible trips that relate to the course could include the Science Museum, UCL Observatory, Diamond Light Source, and The Royal Observatory. There are also several co-curricular clubs that pupils with an interest in Physics can take part in.

### Preparation for Learning

Read through the syllabus. Keep a vocabulary book to write any new vocabulary learned in the book, along with its definition and an example of how it is used in a sentence. Use the BBC Bitesize website to consolidate Key Stage 3 knowledge.

Parents can prepare by marking past paper questions the pupil has completed using the mark schemes available online or encouraging them to mark and make corrections themselves using a different colour pen. Parents can also use flashcards that their child has created to quiz them on concepts.

### Course Book

Cambridge IGCSE & O Level Essential Physics Student Book (Third Edition), Jim Breithaupt, Lawrie Ryan, Darren Forbes, ISBN: 978-1382006217

### Useful Links

- Examination board website: <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-physics-0972/>
- Useful for accessing past papers: <https://www.savemyexams.co.uk/igcse-physics-cie-new/>
- Useful for consolidating Key Stage 3 knowledge and for revising for examinations: <https://www.bbc.com/education/subjects/zpm6fg8>
- Useful for overall revision using notes and comprehension quizzes: <https://www.miniphysics.com/>
- Useful for overall revision using notes and comprehension quizzes: <http://www.physicsclassroom.com/>
- Useful for making your own flash cards, sharing them with other people, and looking at flashcards made by others. There is also an app: <https://quizlet.com/en-gb>



**Examination Board:** AQA

**Syllabus and Code:** Psychology 8182

### Overview

The Psychology course aims to help pupils acquire knowledge and understanding of Psychology, and through this process to develop an understanding of oneself and others and recognise how psychological understanding can help to explain everyday social phenomena. Pupils study the relationship between Psychology and personal, moral, social and cultural issues, developing an understanding of ethical issues in the subject. By presenting information, developing arguments and drawing conclusions, pupils gain a critical approach to their studies, consolidating their knowledge and strengthening their understanding of how research is conducted. By the end of the course, pupils are expected to have developed an understanding of psychological issues, the contribution of Psychology to individual, social and cultural diversity, and how Psychology contributes to society.

### Topics Covered

- Memory
- Perception
- Development
- Research methods
- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

### Assessment

Pupils will sit two examination papers in the Summer term:

- Paper 1: Cognition and Behaviour, 1 hour 45 minutes (100 marks, 50%)
- Paper 2: Social Context and Behaviour, 1 hour 45 minutes (100 marks, 50%)

Both papers have four sections with questions consisting of multiple-choice, short answer and extended writing.

### Cross-curricular Links and Co-curricular Opportunities

The content that is studied in Psychology has links to multiple other courses including English, Biology and other Humanities subjects. For example, neuropsychology and development of the brain links to Biology. In English, pupils will come across the concept of ethics which links with ethical issues in psychological research. Pupils also have the opportunity to visit the Freud Museum as an educational visit.

### Preparation for Learning

Read through the AQA GCSE 8182 specification and overviews given in class at the start of the academic year.

Review new learning each evening.

Keep a vocabulary book. Write any new vocabulary learned in the book, along with its definition and an example of how it is used in a sentence.

### Course Book

AQA Psychology for GCSE by Flanagan, Berry and Jones and Liddle 2017

### Useful Links

- [www.Aqa.co.uk](http://www.Aqa.co.uk)
- [www.gcsepsychology.com](http://www.gcsepsychology.com)
- [www.getrevising.com](http://www.getrevising.com)



**Examination Board:** Cambridge International

**Syllabus and Code:** Physics 0972

### Overview

Physics helps us gain an understanding of the world around us. Its importance clear in the latest advances of modern technology. The aims of this two-year course are to: develop critical thinking, data analysis, experimental design, and problem-solving skills, expand general Physics knowledge, improve the scientific literacy of pupils, and prepare pupils both for their IGCSE Physics examinations and further study in Physics at A Level (or equivalent) if they so choose. This course is especially relevant for pupils interested in studying Physics, Engineering, Architecture, Computer Science, Natural Science, Medicine, and other sciences at university.

### Topics Covered

Pupils in Year 10 will cover the topics of general Physics, thermal Physics and properties of waves, and in Year 11 will focus on electricity and magnetism, atomic Physics and space Physics.

- General physics: length and time, motion, mass and weight, density, forces, momentum, energy, work and power, pressure
- Thermal physics: simple kinetic molecular model of matter, thermal properties and temperature, thermal processes
- Properties of waves: general wave properties, wave effects, light
- Electricity and magnetism: simple phenomena of magnetism, electrical quantities, electric circuits, digital electronics, dangers of electricity, electromagnetic effects
- Atomic physics: the nuclear atom, radioactivity, half-life
- Space Physics: Earth, the solar system, stars, and the universe

### Assessment

Pupils in this course will have regular internal assessment, in the form of interim tests and end of term tests to monitor their progress throughout the year. The examinations will comprise core and extension materials of the following papers from the syllabus. Pupils in Year 11 will also complete three external examinations in the Summer term:

- Multiple Choice, 45 minutes
- Theory, 1 hour 15 minutes
- Alternative to Practical, 1 hour

### Cross-curricular Links and Co-curricular Opportunities

The content that is studied in Physics has links to multiple other courses including ICT, DT, Chemistry, Biology, Geography and Mathematics. Possible trips that relate to the course could include the Science Museum, Belmont School (for pupil-led teaching) and The Royal Observatory. There are also several co-curricular clubs that pupils with an interest in Physics can take part in. For example, there is a project-based STEM club offered at Mill Hill International and an astronomy club offered at Mill Hill School. As astrophysics is not a part of the GCSE syllabus the astronomy club is an excellent opportunity for pupils that are interested in that branch of Physics to develop their understanding in that area.

### Preparation for learning

Read through the exam board syllabus.

Keep a vocabulary book. Write any new vocabulary learned in the book, along with its definition and an example of how it is used in a sentence.

Use the BBC Bitesize website to consolidate Key Stage 3 knowledge.

Parents can mark past paper questions their child has completed using the mark schemes available online or encourage them to mark and make corrections themselves using a different colour pen. Use flash cards their child has created to quiz them on concepts and ask their child to explain Physics concepts to them.

### Course book

Cambridge IGCSE® & O Level Essential Physics: Student Book Third Edition, Breithaupt, ISBN: 978-1382006217

### Useful links

- Useful for accessing past papers: <https://www.savemyexams.co.uk/igcse-physics-cie-new/>
- Useful for consolidating Key Stage 3 knowledge and for revising for examinations: <https://www.bbc.com/education/subjects/zpm6fg8>
- Useful for overall revision using notes and comprehension quizzes: <https://www.miniphysics.com/>
- Useful for overall revision using notes and comprehension quizzes: <http://www.physicsclassroom.com/>
- Useful for gaining an understanding of the syllabus: <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-physics-0625/>
- Useful for making your own flash cards, sharing them with other people, and looking at flashcards made by others. There is also an app: <https://quizlet.com/en-gb>



**Examination Board:** N/A

**Syllabus and Code:** N/A

### Overview

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Our PSHE programme aims to have an impact on both academic and non-academic outcomes for pupils. Relationship and Sex Education within the PSHE framework, plays an important role in personal, social, moral and spiritual development of young people.

### Topics Covered

PSHE covers three core learning themes: ‘health and wellbeing’, ‘relationships’ and ‘living in the wider world’ (which explores economic wellbeing and careers). It also demonstrates how the School fulfils their statutory responsibility to support pupils’ spiritual, moral, cultural, mental (SMSC) development while preparing them for life’s challenges and opportunities.

Examples of Year 11 topics are:

- Mental and Physical Health
- Bullying
- Illegal drugs and the law
- Online safety including sexting
- Career Pathways
- Employability

### Assessment

The personal nature of PSHE education means that it cannot be assessed in the same way as most other subjects and it would be inappropriate for assessment in PSHE education to imply passing or failing ‘as a person’. It is however possible to recognise and evidence progress and attainment in the knowledge, understanding, skills and attributes PSHE strives to develop.

The model of assessment we advocate is that for each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils’ starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher’s planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they’ve made since doing the baseline activity. For example, pupils do a ‘mind-map’ of everything they know.

### Cross-curricular Links and Co-curricular Opportunities

The content that is studied in PSHE has links to multiple other courses including English, Biology and Humanities, for example topics about the elements of a balanced, healthy lifestyle link to Biology. From time to time, guest speakers may be invited in to talk to the pupils on issues of sex and relationships or economics and careers, particularly topics which would be better delivered by an expert in that field to clarify and challenge pupils’ perceptions.

### Preparation for Learning

Pupils are not expected to prepare in advance for this subject.

### Course Book

No specific course book. Pupils will be provided with resources throughout the year.

### Useful Links

- Information about the subject: <https://www.pshe-association.org.uk>



**Examination Board:** N/A

**Syllabus and Code:** N/A

### Overview

Pupils are taught the basic skills underpinning a range of sports and given the opportunity to implement these within conditioned activities and small-sided games. Pupils will begin to identify teamwork skills that apply in various ways across each different activity. Core skills are developed with an understanding of how and why these are used. A knowledge of these skills can begin to inform tactical choices and understanding of positional demands. Pupils are encouraged to reflect on the technical and tactical choices used in conditioned games.

### Topics Covered

- Invasion Games
- Health Related Fitness
- Technology in Sport
- Wellbeing
- Game Design
- Net Games
- Strike and Field Games

### Assessment

Ongoing assessment through modular workbooks.

### Cross-curricular Links and Co-curricular Opportunities

Pupils have the opportunity to represent Mill Hill School teams in both core and elective sports. There are a wide variety of co-curricular activities taking place each week throughout the year that give pupils further opportunities to take part in sport and physical recreation.

### Preparation for Learning

All pupils should ensure they have appropriate school PE and games kit for use in lessons and co-curricular sports activities.

### Course Book

There is no course book for this subject.

### Useful Links

Information about Sports and co-curricular opportunities within the Mill Hill School Foundation:

- <https://www.millhillsport.org.uk/>
- <https://www.millhill.org.uk/co-curricular/>

The definition of a successful Millhillian goes far deeper than a stellar set of examination results. We aim to broaden pupils' minds with our extensive and challenging range of Clubs and Activities within our co-curricular programme.

Pupils have the opportunity to take a wide range of co-curricular activities, from sport, to music, to academic enrichment and beyond. With activities taking place on site at Mill Hill International and in conjunction with Mill Hill School, there is the opportunity for every pupil to find bespoke opportunities in activities they are passionate about, or to try new things.

Year 11 pupils who demonstrate particular skill in a sport which is on offer can further their sporting pedigree by taking weekly games sessions in either a core or elective sport. Each of these sports offers supplementary lunchtime or after-school training sessions and the opportunity for pupils to represent the Foundation in fixtures against other schools.

Supplementing the regular co-curricular programme is a series of standalone events, giving pupils the opportunity to come together as a Foundation and compete or show-off their talents. These include the 5/10 Mile Cup cross country event and the prestigious Favell/McClure music prizes.

A sample of the activities on offer to pupils is below:

- Age UK Digital Learning
- Art Therapy
- Badminton
- Basketball
- Board Games
- Chess
- Cookery
- Craft Workshop
- Debating
- Duke of Edinburgh's Award
- Eco Group
- English Speaking
- Football
- Hans Woyda Mathematics Competition
- Hockey
- Mathematics Challenge
- Mathematics Help Club
- MHI Sings!
- Netball
- News Discussion
- Philosophy
- Public Speaking
- Table Tennis
- Theatre Club
- Volleyball
- Yoga



## THE PIPER LIBRARY

The Piper Library occupies a central and easily accessible position on the Mill Hill School site. It is open throughout the School day until 17:30 and on two evenings per week. It offers a light, attractive and comfortable environment for pupils to come and work quietly at the purpose-built study carrels or to relax with a book during break, lunchtime or after school. There are computers and laptops available, giving pupils access to the School's pupil intranet site and to search Heritage12, which is the library database, for available books.

The current book stock numbers about 19,000 and this is constantly developed and updated to meet the changing needs of the curriculum and pupils' recreational reading needs. Fiction stock covers all reading ages in the School, and a wide range of tastes and abilities. Pupils are actively encouraged to liaise with the Librarian on acquiring new titles and topics and the library puts together packs of resources to support pupils in their coursework.

Early on in their first term all new pupils are given an induction course to the effective use of the library by the Librarian. At this time the pupils are given a Library Guidelines Booklet detailing everything they need to know about the library and also a Reading List Book Mark which corresponds to the fiction books on the shelves. The Piper Library offers not only books but also DVDs and CDs, for both study and recreational use. A range of journals is stocked, including The Economist, Economic Affairs, The English Review, PE Review, New Scientist, Aesthetica, eMagazine, New Statesman, Flip Side, National Geographic, Geographical and various careers magazines. We are therefore able to offer pupils a large, varied and up-to-date range of sources of literature and other information.

## POST-GCSE PROGRAMME

Mill Hill International offers an enrichment programme which takes place during the second half of the Summer Term when the majority of (I)GCSE examinations have been completed. The Post-GCSE programme aims to enrich and extend the main academic curriculum by broadening the pupils' experience through a range of activities. In previous years these activities included sessions led by external organisations, such as First Aid training by St. John's Ambulance, as well as sessions run by our teachers.

The events of the Post-GCSE Programme culminate with the completion of the Duke of Edinburgh Award (Bronze). This is a programme that recognises the achievement of young people for self-development and sustained involvement in their community. The award focusses on an individual's participation in four key areas Volunteering, Physical, Skills, and Expedition. It is internationally recognised and is known to help develop young people into well-rounded, confident members of society with good leadership, communication and the ability to work in a team.

## Rationale

Digital technology and its has become part of our daily lives. Our transformed physical and virtual learning spaces are designed for pupils to create, collaborate and communicate effectively. Our teachers are trained on innovative practices and resources to enhance online learning and teaching in a paperless school. Traditional textbooks are complemented by digital resources and apps as technology is reshaping both traditional subject knowledge and how subjects are learnt. Digital resources are embedded in the planning and delivery of the entire curriculum and assessment. At MHI, our pupils develop the knowledge and understanding to make informed decisions in order to stay safe online. Our approach to digital literacy furnishes pupils with the skills that will help them take a full and active part in social and economic life in the future.

## Academic performance

The motto of The Mill Hill School Foundation is 'Et virtutem et musas' – instilling values, inspiring minds. The Mount, Mill Hill International embodies this motto by encouraging the development of six core characteristics:

- Commitment
- Compassion
- Curiosity
- Collaboration
- Communication
- Creativity

The above characteristics are central in our use of iPads in ensuring innovation and excellence in education and preparing learners for productive engagement in a global society. As classrooms shift from teacher centred to pupil-centred learning, we encourage critical, higher order thinking and real-world problem-solving, integral to the learning experiences of the 21st century.

## Engagement and motivation

The use of iPads helps pupils embrace their different learning styles, becoming better prepared to use technology in

school and beyond. As pupils become more motivated, they are increasingly initiating and taking responsibility for their learning.

## Practical considerations

Along with the shift to iPads, the School will also adopt the use of e-textbooks. Gone are the bulging School bags laden with ten or more heavy textbooks. Pupils can access the textbooks anywhere, even without internet connection, on just one device. The interactive features of e-textbooks means that pupils can engage with feature-rich content and embedded videos, online quizzes, flashcards and note-taking applications. Exercise books are digital, with the added advantage of being environmentally friendly, and pupils can send assignments and prep without the fear of losing notes and worksheets. Feedback from teachers does not rely on pupils collecting the work back and there will no longer be the age-old excuse of having left the prep at home!

## Purchasing the iPad and Apple Pencil

Pupils must bring their own devices. Pupils may already have a suitable iPad and Apple Pencil or they may wish to buy their iPad and Apple Pencil from a trusted supplier.

The pupils may choose any iPad Pro or Air (4th generation or later) and Apple Pencil with a suitable cover and we recommend using either free engraving provided by Apple or using stick on skins for the Pencil.

## Apps

The School will provide the key apps that pupils need for general iPad usage in school and any apps for specific subjects. Fortunately, many apps are available free but any paid apps needed for learning will be provided by the School (in a similar way to how we provide e-text books).

Parents may buy apps for pupils even if there is no credit card attached to their Apple ID by using vouchers that can be purchased online that give credit to their child's Apple ID.

## iPad FAQs

### Are pupils taught how to use iPads?

Yes. This will be done through a mix of online tutorials, digital learning lessons and digital safety lessons for all year groups. Teachers will also guide pupils on subject specific apps. Pupils are intuitive users and we expect them to guide each other and their teachers about usage, too!

### Why doesn't the school buy iPads for every pupil?

An iPad is a personal device, with personal information for which pupils need to take personal responsibility. Some families already have suitable iPads.

### How are iPads used by pupils in School?

Teachers are constantly developing their use of technology in the classroom. Below are some of the ways iPads can be used:

- pupils' research and writing – promoting independent learning
- pupils' creativity in subjects using apps for art, drama, design, planning, animations, mind-mapping
- projection onto the interactive whiteboards and teaching from iPads
- e-textbooks for teaching and learning
- ease of internet access and immediate online research, video, resources etc
- lesson and subject resources available online and delivered not printed
- camera/video function to record/project experiments and presentations
- subject related apps in the classroom and at home/in the boarding house
- annotation of texts/notes, collaborative work and sharing of work
- applications possible in all subject areas

- online submission of digital homework
- podcasts, blogging, video, forums
- the 'flipped classroom'

### Will pupils forget how to write using pen and paper?

No. Pupils still need to write answers for their exams and we will continue to do plenty of that. The use of the Apple Pencil will ensure that handwriting is still used in the class and for homework. In addition, pupils will be asked to submit some work using pen and paper.

## Protocols in the Use of Mobile Devices

Fundamental to the School's values is a focus on the wellbeing, safety and responsibility of each pupil. Pupils are reminded at all times to be safe and to be respectful, and the protocols in the use of mobile devices follow these two three key principles:

- Camera/video functions should not be used without explicit permission from staff at concerts, plays and other School events.
- Using photographic or filmed material of any kind to bully others will not be tolerated and will constitute a serious breach of discipline.
- Posting or storing any material (e.g. written comments, images, cartoons) which in the reasonable opinion of the Head is considered to be offensive and/or is intended to bully, harass or intimidate others on websites such as YouTube, Facebook, Twitter, Tumblr, Instagram, Snapchat, etc is a serious breach of discipline and will be subject to disciplinary procedures whatever the source of the material. This is the position whether the device used is a School device or one operated elsewhere, including the pupil's home.
- Failure to adhere to these expectations will result in the School's disciplinary procedures being applied and may lead to a serious sanction.



Instilling values, inspiring minds  
[millhill.org.uk/international](http://millhill.org.uk/international)

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