



HARRODIAN

LOWER SIXTH (YEAR 12)
CURRICULUM HANDBOOK
2016 - 2017

INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the A Level subjects taken by the Lower Sixth students at The Harroddian School.

In the Lower Sixth, students choose a total of four subjects from the option groups below:

Option A	Option B	Option C	Option D	Option E
Chemistry	Biology	Art	English	History
Geography	English	Music	History	Government & Politics
Government & Politics	Photography	Physics	Mathematics	History of Art
Graphic Design	Psychology	Spanish	Media Studies	Psychology
History	Economics	English	Religious Studies	Further Mathematics
Drama	Religious Studies	Physical Education		Media Studies
Art		Geography		Business Studies
Economics				French
				Classical Civilisation

The table on page 3 gives the examination board and specification number of each subject offered at A level.

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to the school policy. At the beginning of the academic year all subject teachers will explain to students how their work will be marked and assessed.

Students can be expected to receive approximately one hour of homework each night for every A level subject studied that day.

Students will be formally assessed by end of unit or module tests and internal school examinations towards the end of the Summer Term. One progress report and one full written report will be sent home during the academic year. Parents will also be invited to attend two Parents' Evenings where student progress can be discussed with subject teachers and there will be a chance to meet form teachers and the Head of Sixth Form.

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

Mrs H.M. Locke
Deputy Head/Director of Studies

AS SUBJECTS AND EXAMINING BOARDS

Biology	7402	AQA
Business	9BS0	Edexcel
Chemistry	H034	OCR
Classical Civilisation	H041	OCR
Drama and Theatre Studies	8DR01	Pearson Edexcel
English Literature	9ET0	Pearson Edexcel
French	9FR0	Pearson Edexcel
Geography	H481	OCR
Government and Politics	8GP01	Pearson Edexcel
Graphic Design	H162	OCR
History	7041	AQA
History of Art	2250	AQA
Italian	8IN01	Pearson Edexcel
Mathematics	9371	Pearson Edexcel
Further Mathematics	9372	Pearson Edexcel
Media Studies	H140	OCR
Music	601/8146/1	WJEC-Eduqas
Photography	H563	OCR
Physical Education	7582	AQA
Physics	2450	AQA
Psychology	2180	AQA
Religious Studies	7062	AQA
Spanish	9SP0	Pearson Edexcel

ART AND DESIGN

Lower Sixth (Year 12) Art, Craft and Design A level - Edexcel (9AD0) Two year course.

Art, Craft and Design A level will develop the student's ability to appreciate the visual world and to respond in a personal and creative way. It will also develop the student as a creative thinker, fostering the ability to conceptualise and the skills developed will be varied. Among them, students will develop a working knowledge of materials, practices and technology in one or more of the disciplines within Art, Craft and Design. The students will analyse and use sources to inspire their own work. They will use learnt skills to interpret, convey and synthesise their ideas and feelings through Art, Craft and Design.

Disciplines within Art, Craft and Design

Art, Craft and Design A level will enable students to explore a range of two-dimensional, three-dimensional or time-based approaches to their studies. Students will be encouraged to work and develop skills in a multi-disciplinary and cross-disciplinary way, exploring the connections between areas of Art, Craft and Design and gaining knowledge and understanding of the scope and variety of disciplines and approaches.

Students undertaking the Art, Craft and Design will develop skills in: *painting and drawing, printmaking, sculpture, lens-based image making, advertising, illustration, branding, information design, textiles for interiors, fine art textiles, fashion textiles, spatial design, product design, design crafts, film-based photography, digital photography, film and video.*

Component 1: Personal Investigation (Coursework), 60% of A Level

In this component there are two elements; practical work and the personal study.

The **personal study** will require the students to research, evaluate, analyse and establish links between their own practical work and the broader art world, both historical and contemporary. The students will conclude in a written and illustrated thesis (min 2,000 words).

Component 2: Externally Set Assignment (Exam), 40% of A Level

Edexcel Exam board will set the externally set assignment exam on the 1st February in the students second year of studying Art, Craft and Design.

A Level Assessment: Assessment Objectives

- **A01** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding = 20%
- **A02** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as work develops = 20%
- **A03** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress = 20%
- **A04** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements = 20%
- **Personal Study** = 20%

Trips

Students are taken on gallery visits to support the projects and are also expected to attend shows in their own time as part of independent study. Also once a week students will also be expected to attend life Art lessons run by the Art department after school.

Assessment and Marking

Assessment is completed in line with the Pearson Edexcel guidelines and is marked by the teachers in the Art department throughout the year. An internal practical summer exam will be set for 10 hours at the end of the Summer Term to assess component 1, Coursework.

BIOLOGY

Topics to be covered this year:

1. Biological molecules: The biochemistry of water, carbohydrates, lipids, proteins and nucleic acids and the study of how the common chemistry of all living organisms provides indirect evidence for evolution
2. Cells: The features of prokaryotic and eukaryotic cells and the biochemistry and importance of the cell membrane. The role of the membrane in immunological responses.
3. Exchange of substances: The importance of exchange mechanisms and mass transport systems in providing the necessary nutrients to cells.
4. Genetics, variation and relationships: DNA, genes and the role of gene mutation in providing genetic variation between species. The use of DNA and protein analysis is determining species closeness.

By the end of the year students should be able to:

- develop practical and analytical skills needed to answer a range of examination questions
- develop an understanding of the relationship between Biology and the modern world and have an understanding of the uses of biological techniques
- recognise and describe physiological responses of the body
- have an understanding of basic Biochemistry as relevant to the topics covered

Assessment and Marking

We follow the AQA Biology specification (course code 7402). Written homework will be marked according to department and examination board guidelines and accompanied by a comment or explanation to help the student to understand how to improve their work.

Folders will also be checked regularly to ensure the work is in order.

Textbooks

AQA A Level Biology Year 1 – Hodder Education

AQA Biology – OUP

BUSINESS

Linear A level from September 2015 onwards – year 1 Lower Sixth

Aims of the course

The key focus is on how businesses grow and compete in an international market. The course investigates how established businesses can improve their effectiveness, by making tactical decisions at a functional level.

Outline

Students study current businesses and how they respond to changes in the economic, political and social environment in which they operate. Study is embedded in current UK and international businesses and as such the course equips students with a thorough understanding of the commercial world. During the two years they develop a range of useful skills that lead to a variety of business related degrees and careers.

Study during the first year of the A level includes:

Term one – Marketing and People

The market; mass versus niche, market research and positioning
Economics; demand and supply and Micro economics
Price and income elasticity of demand
Product design; branding and promotion: Pricing and distribution strategies
HR planning; including recruitment and motivation and training
Leadership; role of the entrepreneur and business objectives

Term two - Managing Business activities

Sources of finance
Sales forecasting, break-even and budgets
Production, stock control and capacity utilisation
Economic influences and legislation
Macro Economics

Term three - Business decision making and strategies

Corporate objectives
Reasons for staying small
Reasons for growth: including
Internal growth - organic
External growth - takeovers and mergers

By the end of the year students should:

Be confident in understanding the issues facing an entrepreneur in setting up a business and understand the strategies businesses use to remain competitive while they grow.

Examples of companies studied: Apple, Zara, Burberry, Google, Facebook, Adidas, TV, film, music, food, cars, travel and holidays.

Exam board – Edexcel.

Assessment and marking: Internal school exam during the summer term

CHEMISTRY

Topics to be covered this year:

Module 1 – Development of practical skills in Chemistry

Planning, implementing, analysing and evaluating chemical experiments, building on knowledge from GCSE and utilising the theory underpinning new concepts. Assessed throughout the year using practical lab work

Module 2 – Foundations in Chemistry

The nature of atoms, compounds and molecules, and calculating amount of substance and using equations. Implementing knowledge of acid–base and redox reactions, and further knowledge of electrons, bonding and structure

Module 3 – Periodic table and energy

The periodic table and periodicity, particularly in group 2 and the halogens. Qualitative analysis including enthalpy changes, reaction rates and equilibrium

Module 4 – Core organic Chemistry

Basic concepts in organic chemistry: hydrocarbons, alcohols and haloalkanes. Organic synthesis and analytical techniques (infrared and mass spectrometry)

By the end of the year students should be able to:

- develop essential knowledge and understanding of the concepts of Chemistry, and the skills needed for new and changing situations
- develop an understanding of the link between theory and experiment
- understand how advancements in ICT and instrumentation are used in Chemistry
- appreciate the contributions of Chemistry to society
- sustain and develop their enjoyment of, and interest in, Chemistry

Assessment and Marking

The course follows the Oxford Cambridge and RSA specification (course code: HO32/H432).

Written homework will be marked according to department and examination board guidelines and accompanied by a comment or explanation to help the student to understand how to improve their work.

Folders will also be checked regularly to ensure the work is in order.

Textbooks

OCR A Level Book 1 - Hodder

CLASSICAL CIVILISATION

Topics to be covered this year:

Term One

- Homer's *Odyssey* and Society: books 4-12, 18-22
- Greek Tragedy in its context: *Aeschylus' Agamemmon*; *Sophocles' Antigone*; *Euripides' Medea and Euripides' Electra*

Term Two

- Homer's *Odyssey* and Society: books 4-12, 18-22
- Greek Tragedy in its context: *Aeschylus' Agamemmon*; *Sophocles' Antigone*; *Euripides' Medea and Euripides' Electra*

Term Three

- Revision
- Introduction to the Iliad and study of book 1-6 of the Iliad
- Introduction to Ancient Comedy and study of Plautus' swagging soldier and the brothers Menaechmus

By the end of the year students should:

- be familiar with the story, themes and characters in the *Odyssey*
- be familiar with the genre of Greek Tragedy through the plays of Aeschylus, Sophocles and Euripides
- be familiar with the genre of Greek epic
- be familiar with the genre of Ancient Comedy

Trips

There will be a conference held at the School and they will also attend multiple external lectures and events.

Assessment and Marking

Students' work will be given a percentage mark which will correspond to a grade, according to OCR guidelines. Students will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also available at the end of lessons, at break times and at the end of the day.

Textbooks

The *Odyssey*; The *Agamemmon*; *Antigone*; *Medea*; *Electra* (*Euripides*)

Departmental resources; *The Iliad*; *Plautus' swagging soldier and The brothers Menaechmus*

DRAMA

Topics to be covered this year:

Term One

- Exploring drama and theatre
- Studying a practitioner

Term Two

- Exploring drama and theatre (contd.)
- Text in performance
- Writing about live theatre

Term Three

- Text in performance (contd.)
- Monologue/Duologue
- Writing on live performance
- Examination preparation

By the end of the year students should:

- have developed and consolidated their understanding of the terms and ideas of Drama
- be able to explore plot (sub-plot, use of language, form and structure, visual, aural and spatial elements, context of a play, subject matter and its treatment, characterisation, interpretation of meaning, the application of physical actions to a text, the vocalising of a text)
- have had the opportunity to work collaboratively to rehearse and perform a play
- have explored the production history and ideas on a performed play
- have learnt how to write critically and analytically about Drama

There will be opportunities for students to attend theatre trips throughout the year in order to broaden their understanding of theatre and to prepare them for producing their own work. Because a component of the course is writing about live performance, some of the trips will be compulsory.

Assessment and Marking

Drama is both a practical and theoretical subject and this is reflected in the assessment criteria set by Pearson Edexcel, the examining board. The AS year is made up of the following: i) internally assessed/externally moderated coursework. ii) a practical examination of acting or design skills in a directed production of a play and of a monologue/duologue.

ECONOMICS

Aims of the course

The study of Economics enables students to understand how the material resources of an individual, a community, a country or the world are managed. The course contributes to that understanding by enabling students to develop an appreciation of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life.

Modules covered in the Lower Sixth include:

Microeconomics: Markets and market failure

Students will study economic methodology and how the economic problem relates to the lives around them. They will analyse how prices are determined in competitive and non-competitive markets and then discuss the most suitable government intervention for each one. Finally they will investigate the costs and revenues associated with different market structures including Perfect Competition.

Macroeconomics: National and international economy

Students will learn how economists measure economic performance and how the macroeconomy functions through the circular flow of Income and AD/AS analysis. By studying current affairs they will also investigate how well the world economy is currently performing and how governments should manage potential problems.

Examinations

A Level (and AS Level) public examinations are taken at the end of the Upper Sixth Year. At the end of the Lower Sixth Year, students will sit one 90 minute and one 120 minute internal examinations comprising both multiple choice and essay based questions.

Textbooks

AQA Recommended textbook

Tutor2u online textbook

Economics, Alain Anderton, Sixth Edition

Economist Magazine

A Daily selection of broadsheet newspapers

ENGLISH LITERATURE

EDEXCEL 9ET0

Aims of the course:

Through the study of English Literature at A Level we aim to encourage students to be capable and confident in their approach to English, ready for whatever route they decide to take after leaving school. We will build on skills learnt at IGCSE but offer a wider breadth of texts and genres.

Each examined component focuses on one of three main forms: poetry, prose or drama. This gives students the time and space to develop their knowledge and confidence through breadth and depth of study. The literary text is at the heart of the A level English Literature qualification. We have selected literature we know works well with students, as well as offering fresh new options that have been recommended by teachers and academics.

Modules covered in the Lower Sixth include:

A study of Shakespearean tragedy, focussing on one particular play and a study of a Victorian comedy.

A comparison of two prose texts on a given theme.

A selection of modern poetry.

By the end of the year students should:

- read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects; comment on how language varies and changes
- use appropriate terminology and accurate and coherent written expression
- relate texts to their social, cultural and historical contexts and literary traditions
- explore and comment on the relationships and comparisons between texts
- participate in discussion by both speaking and listening, judging the nature and purpose of contributions and the roles of the participants

Examinations

A Level public examinations are taken at the end of the Upper Sixth Year. At the end of the Lower Sixth Year, students will sit internal examinations.

FRENCH

Topics to be covered over the two-year course:

- Social issues and trends
- Culture and media in francophone countries
- Immigration and multicultural society
- Occupied France and the resistance

Students will also study two French works: either two literary texts or one literary text and one film.

The aims and objectives of this qualification are to enable students to:

- Enhance their linguistic skills and develop their capacity for critical and analytical thinking
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- Develop language learning skills and strategies and build fluency and confidence
- Engage critically with intellectually stimulating texts, films and other materials in the original language
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural knowledge that will enable them to proceed to further study or to employment
- Develop as independent researchers through the language of study.

Trips

Students will be given the opportunity to attend plays and view films in the language studied. Whenever possible, the department aims to arrange for our students to attend conferences related to their studies. There may be opportunities to visit a country where the language studied is spoken.

Assessment and Marking

Students' progress will be assessed regularly with small tests focusing on specific grammar points or lexis. Students will also be asked to complete long pieces of work at home and in class (essays, presentations, A level type questions), which will be marked to A Level standard.

Students will sit A level examinations at the end of the two year course.

Paper 1: Listening, reading and translation

Paper 2: Written response to works and translation

Paper 3: Speaking

Textbook

Edexcel A level French

FURTHER MATHEMATICS

Students wishing to study this course must also study the standard A level Mathematics. The full Advanced GCE specification requires a student to complete six units. It should be appreciated that there is some flexibility in the choice of units to be studied.

By the end of the Lower Sixth, students will have covered three units (modules). A further three will be completed in the Upper Sixth to complete the full complement of six.

The units, and the topics, completed in the Lower Sixth are:

Mechanics 1 includes mathematical models in mechanics, vectors in mechanics, kinematics of a particle moving in a straight line, dynamics of a particle moving in a straight line or plane, statics of a particle, and moments.

Statistics 1 includes mathematical models in probability and statistics, representation and summary of data, probability, correlation and regression, discrete random variables, discrete distributions and the normal distribution.

Decision Mathematics 1: Algorithms on graphs; the route inspection problem; critical path analysis; linear programming and matchings.

Assessment and Marking

Much of the work is self-marked. The weekly assignments will be assessed by the teacher and the marks, as a percentage, recorded. The final examination for each of the three modules studied is of 1 hour 30 minutes and will take place at the end of the two year course. The examination board is Pearson Edexcel.

Textbooks

All students will use the Pearson series of textbooks specific to the course.

GEOGRAPHY

Contemporary Geography is a subject which aims to understand the nature of physical and human geography whilst unpicking the debates surrounding contemporary challenges facing the world today.

All units specified in GCE Geography offer opportunities for candidates to:

- develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global
- develop an understanding of processes in physical and human geography at a range of temporal and spatial scales
- recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today
- improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment

Topics to be covered:

Landscape systems

- How can landscapes be viewed as systems?
- How are landforms developed?
- How do landforms evolve over time as climate changes?
- How does human activity cause change within the landscape systems?

Earth's Life Support Systems

- How important are water and carbon to life on Earth?
- How do the water and carbon cycles operate in contrasting locations?
- How much change occurs over time in water and carbon cycles?
- To what extent are the water and carbon cycles linked?

Changing Places

- What's in a place?
- How do we understand place?
- Who are the players that influence economic change in places?
- How are places created through placemaking processes?

Global Connections

- Migration
- Human rights

Assessment and Marking

All work will be marked according to the guidelines set by the specification.

Formal assessment will take the form of written assignments, group work, end of unit tests and an end of year examination.

Textbooks

OCR A Level Geography will be supplied by the Geography department

GOVERNMENT AND POLITICS

Terms 1 and 2

Unit 1 - People and Politics

- How does democracy work in the UK?
- How do elections work in the UK and should the system be reformed?
- How do parties work in the UK?
- How influential are pressure groups?

This unit will be assessed alongside Unit 3B in a 1 hour 40 minute exam in Summer of L6

Unit 2 - Governing the UK

- What is the British Constitution and does it work?
- How does Parliament work and does it need reforming?
- Is the executive too powerful?

This unit will be assessed in a 1 hour 20 min examination in Summer of L6

Term 3

Unit 3B – Political Ideologies

- Introduction to Political Ideologies
- Liberalism
- Conservatism

What will students have achieved by the end of the year?

Students will have prepared fully for Units 1 and 2. They will be able to understand the mechanics of government and the strengths and weaknesses of the UK system. They will also have a good understanding of modern political issues and debates. They will have learnt how to structure an argument and to use graphs and articles in a critical way.

Students will have also started to prepare for Unit 3B of the A2 course which they will complete in U6.

Assessment and Marking

Students will be expected to maintain a file of notes, essays and handouts. Essays and source questions will be marked according to examination board marking schemes. Other work will be marked according to the standard effort and attainment policy. All units will be examined in the summer.

Textbooks

Essentials of UK Politics by Andrew Heywood will be issued to every student and must be brought to all lessons. In the summer term students will also be provided with *Political Ideologies* by Andrew Heywood and *Government and Politics for A2* by Neil McNaughton.

GRAPHIC DESIGN AND COMMUNICATION

Personal Portfolio (Unit 1)

This unit is the student's opportunity to make in-depth personal response to a design brief by themselves or in conjunction with their teacher. There needs to be considerable evidence of the thought process that goes into the design, as well as a high degree of planning and preparation for delivery of the final design idea. The unit's work can take the form of one self-contained assignment or a clearly defined series or set of work. In connection with the unit's design aspects is an element of personal study. This should allow candidates to place their work within an historical and/or contemporary context. The word limit for this personal study is 1000-3000 words.

Controlled Assessment (Unit 2)

The examination board will select and send to the school a number of topics for research and development from the 1st of February. From this paper candidates are expected to choose one starting point from which they will generate appropriate work for submission. The candidate must round off their work in a controlled time period of 15 hours coursework study of the student's choosing within the above topic.

By the end of the year students should:

have made a significant developmental leap from the work accomplished during their AS year. The design will show greater maturity, understanding of the current design community and market as well as having a generally more polished feel in terms of professionalism and conception of ideas.

Equipment

Candidates are encouraged to have a camera and if possible a laptop. The school provides the necessary art and digital media equipment as well as materials used in any 3D construction work.

Trips

Each term trips are organised to relevant design exhibitions in London.

Opportunities are also sought for trips abroad in collaboration with the Art and Digital Arts departments.

Assessment and Marking

Assessment is based around the unit's portfolios and sketchbooks, all work being carried out in the students' A3 books, culminating in a finished design and associated presentation.

Successful work will demonstrate a full understanding of the assessment criteria as well as creative thinking. Marking is carried out in school and moderated by the board in June.

There is a termly charge of £30

HISTORY

Topics (AQA GCE History A Level)

There will be two routes through A Level History. Both routes must cover 200 years of history according to new guidelines, therefore there are certain limitations in the topics students can choose for coursework. Both routes include a compulsory unit on British history.

- 1) The British Empire 1857-1967
- 2) China 1936-97
- 3) Coursework - students to choose their own topic starting no later than 1797

OR

- 1) Russia 1855-1964
- 2) Modern Britain 1951-2007
- 3) Coursework – students to choose their own topic starting no later than 1807

What will students have achieved by the end of the year?

Students will have covered half the content of Units 1 and 2, and started the process of researching their coursework on a topic of their own choosing, with staff supervision. All units will be completed and externally assessed in the Upper Sixth. Lessons and assessments will involve skills of both source analysis and essay writing. Students will also learn how to read, note-take and debate.

Assessment and Marking

Students will be expected to maintain a file of notes, essays and handouts. These will be checked periodically. Essays and source questions will be marked according to examination board marking schemes. Other work will be marked according to the standard effort and attainment policy. Units 1 and 2 will be examined internally in the summer of the Lower Sixth.

Textbooks

Textbooks will be issued throughout the year and must also be brought to each lesson. They include: *Tsarist and Communist Russia 1855-1964* by Sally Waller, *The Transformation of China 1936-1997* by Robert Whitfield, *The British Empire 1957-1967* by Anthony Webster and Robert Carr, and *The Making of Modern Britain 1951-2007* by JMA Hugh. Other books will be used occasionally.

HISTORY OF ART

Topics to be covered this year:

Term 1

Unit 1: Visual Analysis and Interpretation

- Understanding the formal characteristics of an art work
- Learning the terminology to discuss artworks confidently
- Obtaining general knowledge of the chronology of Western Art from Classical Greece to the present

Term 2

Unit 2: Themes in History of Art

An investigation of particular themes in Art history. Examples include:

- The materials, techniques and processes that are used in the construction of works of art and architecture such as the Parthenon and the Crystal Palace
- Issues of patronage for artists from the Medici of Renaissance Florence to twentieth century patrons
- Investigating artworks in terms of the context of world events such as war and revolution

Terms 3

Unit 3: Investigation and Interpretation (1)

Art and Architecture in Seventeenth Century Europe. An in-depth investigation of the following issues and subjects:

- The Baroque style
- Patrons
- Roman Baroque and other Seventeenth Century styles of architecture
- Portraiture
- Historical subjects in art
- Sculpture

And the following artists and architects

- Caravaggio
- Rubens
- Bernini
- Wren
- Poussin
- Velázquez

By the end of the year students should:

- have an understanding of the terminology used to discuss artworks
- be able to make qualified judgments about previously unseen artworks
- have a knowledge of the chronology of Western Art since Classical Greece, with an in depth understanding of some important art movements
- be able to identify the formal qualities of an artwork, such as composition, colour, line etc, and use these qualities to decipher meaning

- be able to demonstrate a deep understanding of the artists studied and be able to identify their work and the key features of their style
- have a strong understanding of Western Art of the eighteenth and nineteenth Centuries
- be able to write confidently about the History of Art
- have knowledge of the chronology of art movements and styles
- have an understanding of the historical and political context in which works of art were produced
- be able to demonstrate a deep understanding of the artists studied and be able to identify their work and the key features of their style

Trips

Due to the nature of this subject, trips to view original artworks are required. Throughout the course students will visit such important places as The National Gallery, Westminster Abbey, Tate Britain and Tate Modern. Trips to Rome, Paris and New York are dependent on student participation and staff availability

Assessment and Marking

Students are required to sit three internal examinations at the end of the year. Unit 1 is a one hour examination that will eventually have a total weighting of 20% of the A level and Unit 2 is a one hour 30 minute examination with a weighting of 30% of the final A level and Unit 3 is a one hour 30 minute examination with a weighting of 25% of the total A level mark.

Textbooks

Students are encouraged to purchase Penny Huntsman's *Thinking About Art* (2015) at the start of the course.

The following textbooks will be provided by the History of Art department. These include:

The Story of Art (1998), EH Gombrich

A World History of Art (1999), Hugh Honour and John Fleming

A Short Guide to Writing about Art (2008), Sylvan Barnet

Seventeenth Century Art and Architecture, Ann Sutherland Harris

Baroque and Rococo, Vernon Hyde Minor

ITALIAN

Topics to be covered this year (Pearson Edexcel examining board):

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel tourism, environmental issues and the Italian speaking world
- Education and employment

By the end of the year students should be able to:

- understand the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied
- listen and respond to a variety of authentic spoken sources
- read and respond to a variety of written texts from authentic sources
- manipulate the foreign language accurately to organise facts and ideas, present explanations, opinions and information
- understand and apply grammar points and language structure studies in class
- transfer meaning from the foreign language into English and vice-versa

Trips

Students will be given the opportunity to attend plays and view films in the language studied. Whenever possible, the department aims to arrange for our students to attend conferences related to their studies. There may be opportunities to visit a country where the language studied is spoken.

Assessment and Marking

Students' progress will be assessed regularly with small tests focusing on specific grammar points or lexis. Students will also be asked to complete long pieces of work at home and in class (essays, presentations, A level type questions), which will be marked to A Level standard. During the Summer Term, students will sit the Unit 1 AS examination (spoken expression and response), which is an 8 to 10 minute speaking examination, as well as end of year tests.

As part of the A Level course, students are also required to sit Unit 2 AS examination (understanding and written response) at the end of their second year of A level studies.

Throughout the academic year, teachers will provide students with individual feedback as well as writing comments and grades on their work.

Textbooks

In Bocca al lupo

Gramm.It

MATHEMATICS

There are 18 modules available for study in the Sixth Form; the full Advanced GCE specification requires a student to complete 6 of these units. It should be appreciated that there is some flexibility in the order in which the units are to be studied. Each is examined at the end of the Upper Sixth by just one written paper.

By the end of the Lower Sixth, students will have covered three units (modules). A further three will be completed in the Upper Sixth to complete the full complement of six.

The units, and the topics, completed in the Lower Sixth are:

Core Mathematics 1 includes algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, differentiation and integration.

Core Mathematics 2 includes, in more depth, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, differentiation and integration.

Core Mathematics 3 includes algebra and functions, trigonometry, exponentials and logarithms, differentiation and numerical methods. All of these topics are, of course, studied to a level beyond that of Core Mathematics 1 and 2.

Assessment and Marking

Much of the work is self-marked. The weekly assignments will be assessed by the teacher and the marks, as a percentage, recorded. The final examination for each of the six modules studied is of 1 hour and 30 minutes duration. The examination board is Edexcel and more information can be found at www.edexcel.com.

Textbooks

All students use the Pearson modular series of textbooks produced for the Pearson Edexcel syllabus.

MEDIA STUDIES

Topics to be covered this year:

Coursework G322

Candidates must produce two paired media artefacts in response to briefs set by OCR.

Examples are;

Film

Preliminary exercise: continuity task involving filming and editing a character opening a door, crossing a room and sitting down in a chair opposite another character, with whom she/he then exchanges a couple of lines of dialogue. This task should demonstrate match on action, shot/reverse shot and the 180-degree rule.

Main task: the titles and opening of a new fiction film, to last a maximum of two minutes.

Coursework

Presentation of the research and evaluation of the projects above provided in term one. They will either be produced through Powerpoint: a blog or website; or a podcast.

Examination Component G321 Section A: Textual Analysis and Representation (50 marks) covering:

- Camera angle, shot, movement and composition
- Mise en Scène
- Editing
- Sound
- **Representation**

Examination Work - Key Media Concepts paper

Section B: Institutions and Audiences (50 marks)

A study of a specific studio or production company within a contemporary film industry that targets a British audience (eg Hollywood, Bollywood, UK film), including its patterns of production, distribution, exhibition and consumption by audiences. This should be accompanied by study of contemporary film distribution practices (digital cameras, DVD, HD-DVD, downloads, etc) and their impact upon production, marketing and consumption.

Assessment and Marking

Marks are always accompanied with comments outlining improvements required. Work usually will be submitted with the improvements made as this enables students to make good progress. Students are encouraged to gather an understanding of the mark schemes criteria. The final grade will be derived from two paired pieces of coursework and one externally assessed examination.

Advisable Equipment

Camcorder, Adobe Photoshop, digital stills camera

Textbooks

OCR - *AS Media Studies*

Media Studies handbook - Roy Stafford

MUSIC

'Studying Music at A level will introduce you to a wealth of new approaches to music, while challenging you to deepen your current interests and skills. The most important thing at this stage is to begin thinking about music in a creative and disciplined way, exploring different repertoires and traditions for yourself, but keeping in mind the ways in which music is presented to you as an object of knowledge.'

The Music course offered at Harrodian School is designed to provide students with a wide range of skills and experiences. Practically, students will improve their performance ability up to Grade 7 standard or higher, which could allow more able students entry to Music College. All students will study composition from traditional harmony through to the more modern styles of popular music with possibilities opening up for gifted composers to take this further at Music College or University.

Opportunities to develop performance skills and contribute to the musical ethos of the School are plentiful and students are invited to join the orchestra, Jazz Band or Choir, in addition to taking part in trips to experience live music.

Course Content:

WJEC Eduqas Syllabus: GCE A Level in Music

There are three components to the course as follows:

Component 1: Performing (35%)

This unit enables students to develop their skills in performing either as a vocalist or instrumentalist. Students will perform one or more pieces as a soloist and/or as part of an ensemble as part of a ten - twelve minute recital examined by a visiting examiner in April of the Upper Sixth year. It is recommended that students perform at Grade 6-7 standard for this unit.

Component 2: Composing (25%)

In this unit students are study a range of compositional techniques in a variety of styles. They will complete two externally assessed pieces in contrasting styles. One of the compositions must be written to a set brief and reflect the musical techniques and conventions of the Western Classical Tradition. The second composition is a free composition. The total time of both compositions combined must be between 4-6 minutes.

Component 3: Appraising (40%)

Students analyse music within three areas of study:

Area of Study 1: Western Classical Tradition

Area of Study 2: Musical Theatre

Area of Study 3: Into the Twenty-First Century

There is one written examination (2 hours 15 minutes) at the end of the course. Questions include a mixture of set work analysis with a score, context, unprepared extracts with and without a score and comparison questions

Specific Entry Requirements:

Grade B in GCSE Music, at least Grade 5 standard on an instrument or voice, good keyboard or guitar skills and ideally to have already passed Grade 5 Theory.

If you have any further queries regarding the course, please do not hesitate to contact Mrs Hannah Ashe, Head of Music (hashe@harrodian.com).

PHOTOGRAPHY

Topics to be covered this year:

Unit 1: The Portrait

This first unit is designed to introduce the fundamentals of photography to students while working through a series of small projects based around the idea of Portraiture, exploring how we might experiment with the notion and deliver our personal responses. The unit will also introduce the basics of chemical based photography as well as looking at the technical aspects of SLR photography.

Unit 2: Personal Project

Undertaken from February to May taken from a range of five starting points. The work should show a progression from unit one in terms of understanding of concepts as well as from a technical perspective. Again the topic may be tackled in a series of small projects connecting to the theme and will include a period of five hours' supervised time.

By the end of the year students should:

- have a thorough understanding of their camera, and be confident in its manipulation in the examining of topics.
- be proficient in both the manipulation of digital and traditional chemical photography and be able to work independently in both media formats

It is important to remember that the subject is taught as an art, so creativity is paramount in the successful exploration of a theme.

Trips

Each term trips are organised to relevant photographic exhibitions in London. Opportunities are also sought for trips abroad in collaboration with the Art and Media departments.

Assessment and Marking

Assessment is based around the unit's sketchbooks, all work being carried out in the students' A3 books, culminating in a series of mounted or projected final pieces. Successful work will demonstrate a full understanding of the assessment criteria as well as creative thinking for it must be born in mind that this is an Art subject. Marking is carried out in school and moderated by the board in June. There is a termly charge of £90.

PHYSICAL EDUCATION

Topics to be covered this year:

Paper 1 (2 hrs 105 marks and 35% of A Level to be taken at the end of year 13)

Factors affecting participation in physical activity and sport

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

By the end of the year students should:

- have developed their understanding of the topics outlined above
- have the skills to analyse and identify exam questions and compose suitable responses
- have learned to plan and prepare answers to related questions
- have combined their knowledge of different subject areas to have a written and verbal analysis of performance

Assessment and Marking

A letter grade will be given for attainment and a number grade will be given for effort. Marks are accompanied by a comment or explanation to help students and parents understand how to improve their levels of performance. Students are continually assessed throughout the course by questions and answers, homework pieces, end of unit and end of term tests. Finally there is an internal end of year examination (120 mins).

Textbook

AQA A-Level PE Book 1, - Hodder Education

PHYSICS

Topics to be covered this year:

<i>Unit</i>	<i>Brief description of the course</i>	<i>Assessment</i>
1 Measurements and their errors	Use of SI units and their prefixes Limitation of physical measurements Estimation of physical quantities	Written exam: 2 hours, 85 marks 34% of A-level
2 Particles and radiation	Particles, antiparticles and photons Particle interactions Quarks and antiquarks Applications of conservation laws Electromagnetic radiation and quantum phenomena	Questions 60 marks of short and long answer questions and 25 multiple choice questions on content.
3 Waves	Principle of superposition of waves and formation of stationary waves Interference, diffraction and refraction	
4 Mechanics and materials	Scalars and vectors Newton's laws of motion Momentum	
5 Electricity	Circuits Resistivity Electromotive force and internal resistance	

By the end of the year students should have:

- acquired experimental measuring skills
- developed analytical and mathematical skills needed to answer a range of examination questions
- developed an understanding of the physical interactions between matter and energy
- the ability to recognise and describe experiments that show/explain physical phenomena

Assessment and Marking

We follow the new AQA Physics Specification. Written homework will be marked according to department and examination board guidelines and accompanied by a comment or explanation to help the student to understand how to improve their work. Folders will also be checked regularly to ensure the work is in order. There will be an end of topic test at the end of each section.

PSYCHOLOGY

Topics to be covered this year:

Term One

- **Memory** - Explanations into the nature of memory, reasons for forgetting and eyewitness testimony
- **Approaches in Psychology** - A comparison of the major theoretical approaches in Psychology
- **Psychopathology** - Definitions of abnormality, various approaches and therapies for depression and anxiety

Term Two

- **Attachment** - Explanations of attachment, types of attachment and the effects of childhood on adult relationships
- **Research Methods** - The scientific processes in Psychology, data handling and analysis, and inferential testing
- **Social Influence** - Explanations for conformity, obedience and independent behaviour and social change.

By the end of the year students should:

- have knowledge of psychological concepts, theories, research studies, research methods and ethical issues
- have developed their skills of analysis, interpretation and evaluation
- evaluate therapies and treatments in terms of their effectiveness and appropriateness
- be able apply their knowledge and understanding to a range of contexts
- be able to write informed and analytical essays
- be able to design, conduct and report a psychological investigation

Trips

Students will have the opportunity to attend a conference with some of the world's leading psychologists. They will hear about some of the major theories and studies within Psychology and new research being undertaken.

Assessment and Marking

Students will be expected to maintain their own file of notes, which will be checked regularly. At the end of each topic students will be assessed on their knowledge of the areas covered with a practice examination paper. Students' homework, essays and practice examination papers will be assessed according to examination board marking schemes.

Examinations

Students will be set two internal mock examinations in June 2016. They will be assessed on the areas of the course that they have covered so far. Students' public, external examinations however, will take place at the end of Year 2 of their A level and be in the Summer of 2017.

Textbook

'AQA Psychology for A-level Year 1' - Flanagan, Berry, Jarvis and Liddle

'AQA Psychology for A-level Year 2' - Flanagan, Berry, Jarvis and Liddle

RELIGIOUS STUDIES - (PHILOSOPHY AND ETHICS)

AQA 7062

Aims of the course

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

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

Component 1: Philosophy of Religion and Ethics

Section A: Philosophy of Religion

- Arguments for the existence of God (Design, Ontological, Cosmological) and challenges to these.
- The Problem of Evil and suffering: natural and moral evil; responses to the problem of evil; Hick's soul making theodicy; the Free Will defence; Process theodicy.
- Religious Experience: visions, numinous experience, mystical experience; the challenge of verifying religious experience.

Section B: Ethics and Religion

- The Ethical theories of natural moral law, situation ethics and virtue ethics
- Their application to the issues of theft and lying.
- The strengths and weaknesses of these ways of making moral decisions.
- The application of natural moral law, situation ethics and virtue ethics to:
 - **Issues of human life and death:**
Embryo research; cloning; 'designer' babies; abortion; voluntary euthanasia and assisted suicide; capital punishment.
 - **Issues of non-human life and death:**
Use of animals as food; intensive farming; use of animals in scientific procedures; cloning; blood sports; animals as a source of organs for transplant.

Component 2: Study of Religion (Christianity)

- Sources of wisdom and authority
- God
- Self, death and afterlife
- Good conduct and key moral principles
- Expressions of religious identity

Assessment and Marking

Students will be expected to maintain their own file of notes, essays and handouts, which will be checked regularly. Essays will be marked according to examination board marking schemes. Other work will be marked according to the standard effort and attainment policy. At the end of the Lower Sixth Year, students will sit two internal examinations of 1 hour and 2 hours. A Level (and AS Level) Public examinations are taken at the end of the Upper Sixth Year.

Textbooks

AQA AS and A-level Year 1 Religious Studies - John Frye (Hodder Education)

SPANISH

Topics to be covered over the two-year course:

- Social issues and trends
- Political and artistic culture through music, festivals, traditions and media
- Immigration and multicultural society
- The Franco years, the dictatorship and the transition to democracy
- Students will also study two literary texts or one literary text and one film.*

The aims and objectives of this qualification are to enable students to:

- Enhance their linguistic skills and develop their capacity for critical and analytical thinking
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- Develop language learning skills and strategies and build fluency and confidence
- Engage critically with intellectually stimulating texts, films and other materials in the original language
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural knowledge that will enable them to proceed to further study or to employment
- Develop as independent researchers through the language of study.

Trips:

Students will be given the opportunity to attend plays and view films in the language studied. Whenever possible, the department aims to arrange for our students to attend conferences related to their studies. There may be opportunities to visit a country where the language studied is spoken.

Assessment and Marking

Students' progress will be assessed regularly with small tests focusing on specific grammar points or lexis. Students will also be asked to complete long pieces of work at home and in class (essays, presentations, A level type questions), which will be marked to A Level standard.

Students will sit A level examinations at the end of the two year course.

Paper 1: Listening, reading and translation

Paper 2: Written response to works and translation

Paper 3: Speaking

Textbook

Edexcel A level Spanish

SPORTS

Topics to be covered this year:

Term One

- Health Related Fitness
- Aerobics, body pump, circuits, cardiovascular and weight training
- Invasion games (football, netball and basketball), Boxercise
- Dance

Term Two

- Health Related Fitness, Boxercise, Yoga, cardiovascular and weight training, Body Attack
- Dance
- Invasion games (rugby, hockey, and basketball)

Term Three

- Health Related Fitness
- Swimming, tennis, athletics
- Strike and field/net games (cricket, rounders, tennis, volleyball, ultimate frisbee, touch rugby)

By the end of the year students should:

- have continued to develop their understanding of the rules necessary to perform effectively and how to apply tactics in response to these rules
- have continued to develop skilful attacking and team play developing fluency and timing. They should have consolidated on how to work well as a team when attacking and defending, and the changeover between the two
- be able to think about how to use skills, strategies and tactics to outwit the opposition using team play and quick effective decision-making and communication
- be able to make good decisions about which techniques to use in specific situations
- be able to adapt to different situations quickly and begin to invent their own ideas, skills and tactics
- have developed skills during extra-curricular activities as academic pressure results in less sport contact time
- be able to perform a set dance and compose a small section with an understanding of rhythm and compositional ideas
- be able to maintain or improve levels of fitness through various different activities provided

Extra-Curricular Activities

There are competitive inter-school fixtures available for all students in the main sports of each term. There are also lunchtime clubs in each sport to augment the contact time of each student per week. For 1st team players training is compulsory at lunchtime clubs.