



Mill Hill

For pupils aged 13 - 18
Instilling values, inspiring minds

2024- 2025

REMOVE AND FIFTH FORM CURRICULUM GUIDE

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

The overall aims of the curriculum are to:

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

Stretch and Challenge is endemic to all learning at Mill Hill School. High expectations are a feature of every lesson and work is scaffolded to enable all pupils to thrive. Work should always be exciting and challenging, and Mill Hill School pupils are expected to embrace this challenge and be ready to learn actively and with intellectual curiosity. We very much believe that all our pupils have the potential to be gifted and the curriculum is structured to nurture their learning and development. The in-class curriculum is further enhanced through the provision of regular activities or extension opportunities for pupils who have demonstrated a particular aptitude or interest in a given area. Such pupils may also undergo mentoring and be set regular challenges to help them maximise their potential in the School's rich array of extracurricular activities and events.

In addition, the Sir James Murray Society is open to all pupils and is compulsory for scholars. The society provides regular lectures, debates and workshops across the curriculum and we hope to welcome exciting external speakers and organisations as part of the official Scholarship Programme.



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

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

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

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

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

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

Subject	Hours
English	4 periods per week
Mathematics	4 periods per week
Science	9 periods per week
Core Modern Language or EAL	3 periods per week
Each option subject	3 periods per week
PSHE	1 period per week
Physical Education (core)	1 period per week
Games	2 periods per week

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

Subject	Hours
English	4 periods per week
Mathematics	4 periods per week
Science	9 periods per week
Core Modern Language or EAL	3 periods per week
Each option subject	3 periods per week
PSHE	1 period per week
Physical Education (core)	1 period per week
Games	2 periods per week

Subject Choices:

Key questions to Consider?

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 as teachers are specialists in their field and will often be able to explore how their subject can help you progress on your chosen future career path. 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 and it is important to strike a balance between those subjects that have a significant element and those that have little or no coursework. 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 three subjects (occasionally four if, for example, you choose to study a subject like Further Mathematics) or if you have demonstrated excellent academic potential for two years. For most subjects it is important to have taken the GCSE but this is not the case for all of them. All GCSE subjects except Information and Communications Technology are currently available in the Sixth Form. You will also have the opportunity to start Business Studies, Psychology, Economics and Government and Politics. The School regularly reviews the Sixth Form Curriculum.

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

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 directly.

- **Accountancy** - Mathematics occasionally required.
- **Agriculture** - Chemistry often required, Biology often preferred.
- **Ancient History** - History, Ancient History or Classical Civilisation preferred or required.
- **Anthropology/Human Sciences** - An Arts/Humanities subject may be preferred; for some courses Biology may be desirable.
- **Archaeology** - History, Latin or Greek sometimes preferred; a science subject occasionally required.
- **Architecture** - Some courses require Mathematics or Physics. A level Art is not required, although a portfolio will be expected.
- **Astronomy** - Mathematics and Physics usually required.
- **Biochemistry** - Chemistry required. Biology or Mathematics also preferred.
- **Biological Sciences** - Biology and Chemistry usually required.
- **Business Studies** - Mathematics occasionally required or preferred.
- **Chemistry** - Chemistry and another Mathematics/Science subject usually required.
- **Chemical Engineering** - Chemistry and Mathematics usually required, with Physics also preferred.
- **Classics** - Latin or Greek usually preferred or required.
- **Computer Science** - Mathematics often required. For some courses Computer Science is preferred.
- **Dentistry** - Chemistry required with two Mathematics/Science subjects preferred.
- **Drama** - Theatre Studies and/or English required. A foreign language and/or History are required for some courses.
- **Economics** - Mathematics required for many institutions. Further Mathematics is preferred at very competitive institutions.
- **Engineering (most types)** - Mathematics and Physics normally required, except for foundation courses and some civil engineering courses.

- **English** - English normally required and a foreign language to GCSE at certain universities.
- **Environmental Science** - Biology and Chemistry usually preferred.
- **Food Science/Technology** - Chemistry required. One or two more Sciences often preferred.
- **French** - French required. Second foreign language is often an advantage.
- **Geography** - Geography normally required.
- **Geology** - Two or three Sciences/Mathematics subjects usually required.
- **German** - German required. Second foreign language is often an advantage.
- **History** - History required or preferred.
- **Law** - No specific subject requirements, though subjects such as English, History, Mathematics are well regarded.
- **Management Studies** - Mathematics occasionally required
- **Materials Science/Metallurgy** - Two or three Mathematics/Science subjects usually required.
- **Mathematics/Statistics** - Mathematics required.
- **Medicin** - 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.
- **Music** - Music normally required.
- **Pharmacy/Pharmacology** - Chemistry required. Two more Mathematics/Science preferred.
- **Philosophy** - No specific subject requirements, though subjects such as Religious Studies, Classical Civilisation and Mathematics are well regarded
- **Physics** - Mathematics and Physics usually required.
- **Physiology** - Chemistry required, Biology preferred, plus sometimes another Mathematics/Science subject.
- **Psychology** - One or two Science/ Mathematics subjects. No A level subject requirements for some courses, although these are becoming rarer
- **Quantity Surveying** - A Science subject may be required for some courses.
- **Spanish** - Spanish required. Second foreign language is often an advantage.
- **Sports Studies** - Mathematics or Physics may be required and potentially Biology.
- **Theology** - No specific subject requirements, though Religious Studies would be an advantage
- **Veterinary Science** - Chemistry required plus two Mathematics/Science subjects preferred.



GCSE OPTIONS 2024 - 2025

After the options evening in the Spring Term you will be asked to confirm your options choices electronically. You will sit Progress Examinations around the Easter break in all subjects and in those subjects you have selected as your options. This will give you the opportunity to reflect on your choices before starting your courses.

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

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

Try to get a broad and balanced combination of subjects

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

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

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

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

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

Examination Board:

Pearson EdExcel

Syllabus Codes:

- English 4EA1
- English Literature 4ET1

All Remove and Fifth Form pupils will follow the Pearson EdExcel syllabi for IGCSE English Language (A) and GCSE English Literature.

English Language (A):

Pupils will be assessed in the skills-based areas of reading and writing.

Assessment will take place both throughout the course and terminally in the form of one examination and two pieces of coursework.

Component 1 is entitled 'Non-fiction texts and transactional writing' and will contain questions on a pre-taught anthology text as well as an unseen text, in addition to an extended writing task based on a non-fiction form, such as an article, speech or letter. This component is worth 60% of the overall qualification.

Component 3 is entitled 'Poetry and prose texts and imaginative writing' and is the coursework element of the course. Materials to support this are taught in class, but all coursework is drafted at home. Task One will be a response to three poetry and prose anthology texts and Task Two will be a piece of storytelling. This component is worth 40% of the overall qualification (20% per piece of coursework).

Pupils will learn to:

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

Pupils do not complete Component 2.

Writing:

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

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

Spoken Language:

There will be training in and practice of skills in presenting, responding to questions and feedback, and the use of Standard English in spoken contexts. This does not form part of any examined component.

- present information and ideas, selecting and organising information and ideas effectively, informatively and persuasively for prepared spoken presentations;
- plan effectively for different purposes and audiences;
- make presentations and speeches;
- respond to spoken language;
- listen to and respond appropriately to any questions and feedback.

English Literature:

Pupils will cover a range of modern and heritage poetry, drama and prose texts over the two years of study.

Assessment will take place both throughout the course and terminally in the form of one examination and two pieces of coursework.

Component 1: Poetry and Modern Prose: This will entail the study of unseen poetry, a cluster of 16 poems in the Pearson EdExcel poetry anthology and a 20th century novel, most likely 'Of Mice and Men' by John Steinbeck. It is expected that pupils will read beyond the immediate reading demands of the specification. This will be encouraged and guidance for this will be provided. This component is worth 60% of the overall qualification.

Component 3: Modern Drama and Literary Heritage

Texts: This is the coursework component. Pupils will complete one piece of coursework on a modern play, 'An Inspector Calls' by J.B. Priestley, and another piece of coursework on William Shakespeare's 'Macbeth'. This component is worth 40% of the overall qualification (20% per piece of coursework).

Pupils do not complete Component 2.

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

Syllabus Code:
4ESO

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

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

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

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

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

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

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

Syllabus Codes:
IMA1 - GCSE Mathematics (9-1)

Having started the GCSE course in the Fourth Form, Mathematics in Remove and Fifth form continues to build on this foundational knowledge. Pupils revisit some of these topics and extend on them whilst also being introduced to new areas of mathematics entirely. There is a focus on problem solving and mathematical reasoning skills within lessons as these skills, as well as the ability to link topics and construct substantial chains of reasoning, including convincing arguments and formal proofs, form the main emphasis of the GCSE assessment. Importantly, grades will be decided not just on a pupil's ability to cope with certain topics, but instead on a pupil's ability to generate strategies in order to solve more complex mathematical and non-mathematical problems, make deductions and draw conclusions and evaluate methods and results.

To this end, classes are usually of a mixed attainment profile with a few classes streamed by ability to better support those who do not find Maths easy and provide additional enrichment for the most able and driven. All classes are constantly reviewed at assessment points to ensure pupils are in the class that is going to offer them the best opportunity to make excellent progress. The aim between Remove and Fifth form is consistency and very few will change teacher between these two year-groups.

The syllabus is assessed by three examinations, one of which is a non-calculator paper. A topic could be assessed in any of the three papers and so a key focus of teaching in Mathematics is identifying what knowledge a question requires and being confident with methods both with and without a calculator.



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

Syllabus Code:
8652 (French); 8692 (Spanish); 8662 (German)

At Mill Hill School, the Modern Languages Department offers engaging and dynamic lessons in French, German, and Spanish. Our mission is to ignite a passion for language learning, encouraging pupils to become lifelong learners who appreciate and respect diverse cultures. Through immersive and interactive teaching, we equip students with the skills to communicate confidently in a global society, fostering curiosity and cultural awareness that extends beyond the classroom.

The course is based on the ActiveHub digital package, to which all pupils have access.

Themes:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

The AQA Examination consists of four papers, all of which have equal weighting.

Paper 1 Listening
(45 minutes including 5-minute reading time):

- Five minutes' reading time
- Section A - Comprehension Questions In English (played twice)
- Section B - Dictation (played three times)
- Two minutes' checking time
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Paper 2 Speaking
(10-12 minutes + prep time):

- Role Play
- Read aloud and discussion
- Photo Card then suggested questions

Paper 3 Reading
(50 minutes):

- Section A - Comprehension Questions in English based on texts in Target Language
- Section B - Translation into English (5 x 2-mark sentences)

Paper 4 Writing
(50 minutes):

- Translation EN→FR (5 x 2-mark sentences)
- 90-word task - 3 bullet points
- 150-word task - 2 bullet points
- All question prompts in English

GERMAN (ALSO AVAILABLE AS AN OPTION SUBJECT)

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

Syllabus Code:
8668

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

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

The main themes we study are:

- **Theme 1:** Identity and culture
- **Theme 2:** Local, national, international and global areas of interest
- **Theme 3:** Current and future study and employment

The AQA Examination consists of four papers.

Paper 1 Listening
(45 min includes 5 min reading time before the test starts) 25% 50 marks. Understanding and responding to different types of spoken language.

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

Paper 2 Speaking
(10-12 min + preparation time) 25% 60 marks. Communicating and interacting effectively in speech for a variety of purposes.

- **Role-play** - 2 min 15 marks
- **Photo card** - 3 min 30 marks
- **General conversation** – 5-7 min 30 marks

Paper 3 Reading
(1 hour) 25% 60 marks. Understanding and responding to different types of written language.

- **Section A** - questions in English, to be answered in English or non-verbally
- **Section B** - questions in German, to be answered in German or non-verbally
- **Section C** - translation from German into English (about 50 words)

Paper 4 Writing
(1 hour 15 min) 25% 60 marks. Communicating and interacting effectively in speech for a variety of purposes.

- **Question 1** - respond to four bullet points- choice of two questions (about 90 words) 16 marks
- **Question 2** - open-ended task, respond to 2 bullet

Personal, Social, Health and Economic Education (PSHE) is delivered through weekly timetabled lessons by a team of specialist teachers. Our dynamic curriculum enables us to meet the needs of our pupils within a rapidly evolving world. Lessons are designed to enable pupils to develop the skills, knowledge and understanding to empower them to develop a greater sense of confidence and agency as they both navigate the world around them, and prepare for life beyond school safely, healthily and happily, whilst recognizing and respecting their roles as global citizens. These lessons are complemented by tutor time activities, external speakers and opportunities for peer learning.

In Fifth Form and Remove, the following topics are covered:

Mental Health

Pupils deepen their understanding of mental health, developing their knowledge of a range of mental health conditions, strategies and support.

Risk & Substances

Pupils develop their understanding of risk and substances, exploring some of the latest research in a range of recreational drugs to understand the risks associated with experimentation and addiction.

Relationships & Sex Education

Pupils develop their understanding of positive, safe and healthy relationships. This fully inclusive module enables pupils to develop their understanding of what constitutes a healthy relationship, consent, contraception, sexually transmitted infections, including HIV/AIDS, and how sex is portrayed in the media.

Citizenship & Community

Pupils develop their understanding of democracy, government and what it means to be a British citizen. They explore some of the challenges within society, and develop a greater understanding of what citizens can do to improve communities.

Careers & Life Beyond School

In the module, pupils reflect upon the skills required to succeed in the future, understanding how their everyday lives can be used fruitfully to ensure that they are well equipped to thrive beyond school. Pupils also explore a range of different study and career paths that may be available to them.

Examination Board:

AQA (www.aqa.org.uk)

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

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

Biology

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

During the Remove and Fifth Form years, pupils complete the National Curriculum by studying communicable diseases and the way these diseases can be prevented and treated, respiration, the nervous and hormonal systems, reproduction, genetics, evolution and ecology. Those pupils choosing to study Separate Science Biology will study one additional unit on homeostasis, and will delve deeper into many of the other units, especially topics in the genetics, evolution and ecology units compared with those pupils electing to study combined science.

Throughout the entire course, learning is supported by relevant practical work.

Chemistry

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

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

Physics

Pupils will spend the first few weeks in the Fourth Form honing their mathematical skills in physics. Once these skills have been established, teaching of the GCSE course will commence. Pupils will begin by studying topics of energy and energy resources as well as molecules and matter. The pupils will conduct a variety of experiments from these topics and collect data for processing and analysis.

During the Remove and Fifth Form years, pupils will complete their GCSE Science or Physics, covering topics from forces and motion, electricity, radioactivity, waves and electromagnetism. Additionally, in the Fifth Form, pupils of separate science will study the topic of space.

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

Syllabus Code:
IADO

Coursework for the Edexcel GCSE examination is produced throughout the two year course, and this accounts for 60% of the overall mark.

Projects are designed to develop the practical skills learned in the Fourth Form, and cover a wide range of techniques and materials. We facilitate outcomes in the following mediums: painting, printmaking, textiles, basic film/moving image and 3D sculpture. Pupils are also expected to work hard to develop observational drawing and photographic skills.

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

Looking at the work of artists and designers from a range of times and cultures is an important part of the course, and pupils will be expected to produce written work related to the artists they study in the form of written analysis. These are skills which have been established in the Fourth Form. Gallery and museum visits will take place at least once a year.

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

The exam piece, together with their coursework, is then internally assessed before being examined and moderated by the exam board. At the end of the GCSE year we hold an exhibition where family and friends are able to see sketchbooks and final outcomes first-hand.

Examination Board:
OCR

Syllabus Code:
J199

The GCSE in Classical Civilisation provides students with a broad, coherent and rewarding study of the culture of the classical world. They study elements of the literature and visual/material culture of Greece and Rome and develop an understanding of their social, historical and cultural contexts.

Modules:
The course is made up of two modules (each 50% of the overall GCSE), which will be studied concurrently, with an exam for each at the end of the course.

Paper 1:
Myth and Religion (J199/11) (90 marks, 90 minutes)

Paper 2:
The Homeric World (J199/21) (90 marks, 90 minutes)

Myth and Religion (J199/11):
This component focuses on a comparative study of Greek and Roman culture within the theme of myth and religion. We will study the Gods and the myths that surround them, architecture and sacrifices, the Greek Heracles and his Roman counterpart Hercules, and much more. Pupils will read Virgil, Ovid, and the Homeric Hymn to Heracles the Lion-Hearted to name but a few. In the visual prescribed sources, they will study the Parthenon with its architectural sculpture in the British Museum, Heracles' labours on the Temple of Zeus at Olympia, and the Pantheon in Rome.

The Homeric World (J199/21):
This component comprises of an in-depth cultural study, Mycenae, which is accompanied by a related piece of literature, Homer's Odyssey. Pupils will study the city planning and remains of three Mycenaean cities, Mycenae, Tiryns, and Troy. Alongside this, they will learn about the nuances of Mycenaean frescoes, jewellery and pottery, while also gaining an understanding of Mycenaean society such as war, trade and hunting. The selection of chapters chosen for study in this component combine the tales of Odysseus' journey with insights into everyday life, including palace life and the lives of women. We shall read about the cyclops Polyphemus, the witch Circe, and the trials, Odysseus must face to regain his role as King of Ithaca in the final chapters of the book.

Examination Board:
Cambridge IGCSE (www.cie.org.uk)

Syllabus Code:
0478

Why study GCSE Computer Science?
This exciting GCSE gives you an excellent opportunity to investigate how computers work and to develop computer programming and problem-solving skills. Expertise in computing enables you to solve complex, challenging problems. Computing enables you to make a positive difference in the world and offers many types of lucrative careers. Computing jobs are here to stay, regardless of where you are located.

You'll also do some fascinating in-depth research and practical work.

What is the difference between Computer Science and ICT?
Computer programming, logic gates and algorithms form a significant part of Computer Science and as a result the subject is likely to be attractive to those wishing to go on to study Mathematics, Science or Economics at A level.

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

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

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

How could it help with my future?
The increasing importance of computing means there will be a growing demand for professionals who are qualified in this field. The European Union noted that in 2020 there were over 700,000 unfilled IT jobs due to a lack of skills. The security sector has been particularly hard hit and with cyber attacks on the rise, it is more important than ever to fill these critical jobs.

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



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

Syllabus Code:
IDTO

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

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

Component 1: (50%)

A 1h45m exam with two main areas, Section A Core (40%) and Section B Individual material focus (Polymers) (60%)

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

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

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

For pupils to do well at Design Technology GCSE they have usually enjoyed success within the Fourth Form course and are hardworking, well organised and effective at meeting deadlines. The coursework element demands time, self-discipline and energetic enthusiasm for the subject. Pupils need to be confident using computer packages including PowerPoint, Photoshop and Creo Parametrics. Pupils should also enjoy creative problem solving using annotated sketching and modelling.

Academic and ambitious Fifth Form pupils with an interest in engineering have the opportunity to prepare for the prestigious Arkwright Engineering Scholarship exam.

For further information please contact Mr Walmsley (HOD) on this email address amw@millhill.org.uk

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

Syllabus Code:
J316

GCSE Drama is an exciting opportunity to broaden understanding of drama and explore a number of contrasting and engaging play texts. Pupils who opt for drama are able to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas from various stimuli and texts.

Pupils learn how to consider and explore the impact of social, historical and cultural influences on drama texts and activities. They will reflect on and evaluate your own work and the work of others. Pupils will also develop and demonstrate competence in a range of practical, creative and performance skills. GCSE Drama provides the opportunity to actively engage in the process of dramatic study in order to develop as an effective and independent learner and as a critical and reflective thinker with an enquiring mind.

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

Syllabus Code:
8035

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

The AQA course has been designed to be stimulating, imaginative and flexible and is comprised of three units:

To be successful on this course, pupils should be interested in practical performance and the ways in which different forms of drama have contributed to and shaped our society. They should have confidence in your own abilities and be willing to work in groups giving advice and support to others in addition to having their own work evaluated by peers. As part of the course pupils will perform to an audience at least twice and also visit the Theatre. Studying drama at GCSE will prepare them for a wide range of A Level subjects.

Subject Content

Paper 1 Living with the physical environment

- **Section A:** The challenge of natural hazards
 - **Section B:** The living world
 - **Section C:** Physical landscapes in the UK
- Assessment for this unit: 1 hour 30 minute examination paper. (35% of overall grade)

Paper 2 Challenges in the human environment

- **Section A:** Urban issues and challenges
 - **Section B:** The changing economic world
 - **Section C:** The challenge of resource management
- Assessment for this unit: 1 hour 30 minute examination paper. (35% of overall grade)

Paper 3 Geographical Applications

- **Section A: Issue evaluation**
A pre-release resources booklet on a geographical issue will be made available 12 weeks before the Paper 3 exam. Pupils will be required to analyse the resources and come to a justified decision on the geographical issue.
- **Section B: Fieldwork**
Pupils will undertake two days of fieldwork, one in a physical environment and one in a human environment. Pupils will be examined on their own fieldwork and that from an unfamiliar context.

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

Examination Board:
CIE (www.cie.org.uk)

Syllabus Code:
0977

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

Component 1:

Section A 20th Century International relations since 1919

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

Section B Depth Study of Germany, 1918-45

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

Examined component: 2 hours
Weighting: 40%

Component 2:

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

The topics change on an annual basis. Candidates answer six questions based on a range of source material.

Examined component: 2 hours
Weighting: 33%

Component 3:

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

This is internally marked and externally moderated

Weighting: 27%

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

Examination Board:
Edexcel IGCSE (9-1)(www.edexcel.org.uk)

Syllabus Code:
4IT1

Why study Information and Communication Technology?

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

The Edexcel course has been re-designed in 2021 for the 21st century and contains up-to-date content reflecting the modern use of technology.

Why study IGCSE?

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

- develop skills of analysis and evaluation, making reasoned judgments and presenting conclusions;
- the ability to understand and implement new and emerging technologies within a business environment;
- the ability to assess the impact which new technologies will have on ways of working and the social, economic and ethical issues associated with them
- an awareness of the ways ICT can help in practical and work related scenarios.
- Importantly, there is no coursework. Assessment is by one computer based practical examination and a written theory examination. All of them take place at the end of the two- year course.

What will pupils study?

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

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

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

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

- types and components of computer systems
- digital devices
- online goods and services
- operating online (e-business)
- securing data on networks (including the Internet)
- potential risks to data and personal information
- the effects of using ICT

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

This course can be selected in conjunction with Computer Science.

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

Syllabus Code:
J282 (9-1)

Latin at GCSE moves beyond the purely linguistic foundation that pupils built in Fourth Form and offers them the opportunity to read Latin literature in its original language. The course is comprised of three examinations; 50% Latin Language, 25% Prose Literature, and 25% Verse Literature.

Language:

Pupils will be required to learn the set vocabulary list and develop an advanced understanding of grammar and syntax, such as constructions using the subjunctive mood. Language skills will be developed by using Taylor's Latin to GCSE Part 2 textbook. Pupils will be examined through a comprehension exercise, grammar questions, and a translation passage. There is no requirement to do English to Latin translation at GCSE.

Prose and Verse Literature:

This component involves the study of two set authors (Cicero and Ovid). Cicero's in Verrem text is a hard-hitting prosecution speech against a corrupt governor. Whereas Ovid tells the story of Baucis and Philemon encountering the gods in disguise. Pupils study roughly 100 lines of each text, which the examinations will be based off. Pupils will develop their skills of literary analysis throughout the course and feel confident discussing authors' styles and literary techniques. The examinations consist of comprehension questions, a translation from the set text selection, literary analysis questions and an extended thematic essay.



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

Syllabus Code:
J536

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

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

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

Unit 1 Performing (30%)

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

Unit 2 Composing (30%) Pupils compose two pieces, one to a brief from the board and one free composition. These two pieces of work are often the part of the course that worries pupils most before embarking on it, but the carefully constructed process of learning composition tends to make it one of the most rewarding elements even if they have not composed music before.

Unit 3 Listening and Appraising (40%)

Candidates answer listening questions on unfamiliar pieces that relate to four main topics: Conventions of Pop (1950s to today)

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

The Concerto Through Time (1650 – 1910)

- Baroque, Classical and Romantic concertos by composers such as Vivaldi, Bach, Haydn, Mozart, Beethoven, Brahms and Rachmaninov.
- Rhythms of the World
- Music from India, the Middle East, Africa and Central and South America, including Samba, African drumming, Greek, Palestinian and Israeli folk music and Punjabi Bhangra.
- Film Music (film and game scores, and existing music used in film)
- Music from films such as Harry Potter, Pirates of the Caribbean, Star Wars and games such as Assassin's Creed.

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

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

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

Syllabus Code:
J587

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

Theoretical Knowledge (60%)

Paper 1: Physical Factors Affecting Performance:

1 hour (60 marks, 30% of GCSE) Includes:

- Applied anatomy and physiology
- Movement analysis Physical training Use of data

Paper 2: Socio Cultural Issues and Sports Psychology:

1 hour (60 marks, 30% of GCSE) Includes:

- Sports psychology
- Socio cultural influences
- Health, fitness and well being
- Use of data

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

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). (60 marks, 30% of GCSE)

For each of their three activities, pupils will be assessed in core and advanced skills in isolation and under competitive pressure in authentic performance situations (20 marks per activity).

In addition to the three practical performances, learners are required to complete a written piece of coursework under the direct supervision of their teacher. This piece is referred to as the AEP and requires the candidate to demonstrate their ability to analyse and evaluate their own performance in order to:

- Analyse aspects of personal performance in a practical activity
- Evaluate the strengths and weaknesses of the performance
- Produce an action plan which aims to improve the quality and effectiveness of the performance (20 Marks, 10% of GCSE)

Examination Board:
Eduqas (www.eduqas.co.uk)

Syllabus Code:
C120P4

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

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

Philosophical, Ethical and Theological Basis of RS at GCSE:

- The Philosophy of Religion and Moral Philosophy (Ethics) are classical areas for study within the discipline of Philosophy.
- Philosophy and Ethics are studied via the medium of RS at Mill Hill, and the Eduqas syllabus enables excellent engagement with a large range of contemporary issues.
- Excitingly, this GCSE sets the Philosophical and Ethical topics within the Theological context of two World Religions which have shaped world history and culture, Judaism and Christianity.
- This fascinating and rigorous approach has wide relevance for careers and is valued by universities.
- Students of 'All Faiths and None' are welcome

- Religious Studies (RS) does not require any personal religious commitment.
- The academic nature of the course will appeal to pupils wherever they may be on a 'spectrum of belief' - from those with a strong faith from any religious tradition to agnostics and atheists.
- Indeed, the mixed nature of the groups leads to great debates and discussion!
- Importantly, RS is about the 'intellectual study of religion'; it does not attempt to educate pupils to 'be religious', as can falsely be implied in the name RE (Religious Education).
- The Greek philosopher Socrates famously stated; "The unexamined life is not worth living"; hence RS will attract pupils with enquiring minds who are interested in the intellectual exploration of the fundamental philosophical, religious and ethical dimensions of human existence.

GCSE – Intellectual Skills and Employability:

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

RS and Self-discovery:

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

Course Content Philosophy and Ethics

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

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

1. Issues of Relationships

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

2. Issues of Life and Death

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

3. Issues of Good and Evil

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

4. Issues of Human Rights

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

The Study of Two World Religions

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

1. Christianity

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

2. Judaism

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

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

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

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

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

Every pupil is subscribed to the Unifrog platform, which provides a wealth of resources, such as university and employment guidance, career-profiling tests and access to real-world support and opportunities.

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

The major sports for the boys and girls vary each term, with the boys participating in rugby, hockey or football and cricket, whilst the girls compete in hockey, netball and then both rounders and cricket. Outside the major sports, pupils also compete in Athletics, Cross Country, Eton Fives, Swimming, Basketball, Golf and Triathlon, to name but a few of the sports available.

There is a full programme of school fixtures at all levels in these games. There are numerous mid-week fixtures and an extensive sports program on the weekends.

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

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

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

Sports	Societies and Activities
Athletics	Most Academic Departments run associated activity groups/societies
Badminton	Amnesty International
Basketball	Astronomy
Cricket nets (indoor)	Business Enterprise
Cross-country	Combined Cadet Force
Dance (various styles)	Chess
Fives	Community Action
Fitness Suite	Computing/ ICT/Games
Golf	Cookery
Horse Riding	Creative Writing
Indoor Football	Deaf Signing
Shooting	Debating/Hot Topics
Soccer	Design Technology (Arkwright Scholarship)
Squash	Drama
Swimming	First Aid
Table Tennis	General Knowledge
Taekwondo	German, French and Spanish Conversation
Tennis	Music (orchestra, string, woodwind, brass groups, jazz, a variety of vocal ensembles)
	Librarians
	Project Mill Hill (an ecology/community group)
	Sports Leadership Topical Presentations

Instilling values, inspiring minds
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