



HARROW
SCHOOL

REMOVE AND FIFTH FORM

2023-25



REMOVE AND FIFTH FORM AT HARROW



The Shell year at Harrow is a foundation year in which boys study a wide range of subjects. In the Remove, boys narrow their focus to the ten subjects in which they will go on to take (I)GCSE examinations in the summer of their Fifth Form year. These subjects also provide the foundation for Sixth Form studies and for a university degree.

In the Remove and Fifth Form, all boys continue to study English, both language and literature, and Mathematics. All boys are also required to take at least one modern foreign language and at least two of the three sciences.

It should be noted that all three sciences are compulsory subjects to GCSE level in the National Curriculum and that there are many degree courses for which the individual sciences are strongly recommended or required at A-level. For example, it would not be advisable to apply for a degree course in Engineering without taking Physics to A-level and it is not possible to study Medicine at university without an A-level in Chemistry. Boys opting to take only two of the three sciences should, therefore, consider carefully the implications of that decision for their academic and professional futures. At the same time, we believe that boys should have freedom to play to their academic strengths and intellectual interests in choosing their subjects for the Remove and Fifth Form.

During their Remove and Fifth Form years, boys will also have their first experience of the Elective programme. Electives are unexamined courses that boys elect to offer, and which complement boys' examined subjects, contrast with them or extend beyond them. In the Remove, boys will experience a wide variety of courses in rotation. The subject matter for these Electives has ranged in the past from philosophy to oratory, from feminism to etymology. In the Fifth Form, boys can look forward to Elective courses in critical thinking and in subjects not offered at (I)GCSE level such as History of Art and Politics.

Before reaching their decisions on their GCSE subjects, boys should consult with their House Master, Tutor, parents and beaks. There will be an opportunity for parents to speak with Masters and to discuss their sons' options at the Shell parents' meeting, which will take place on Friday 3 March at noon. After a final round of discussions with their Tutors and House Masters at the start of the following week, all boys must submit their subject choices by the evening of Wednesday 8 March.

C E G Bailey
Director of Studies
February 2023

All national GCSE qualifications and all the IGCSE courses on which boys entering the Remove will start in September are awarded numerical grades on a scale from 1 (the lowest grade) to 9 (the highest grade).

Heads of Subject at Harrow are responsible for deciding whether to enter boys for national or international qualifications and for selecting the examination boards for their subjects. We believe that it is important for boys to follow the best syllabuses and to take the most suitable examinations available to them, as identified by the teaching departments at Harrow, and that the Heads of Subject should have discretion in their choice of examination type and board.

As a result, boys entering the Remove next year will take a variety of qualifications in all their timetabled subjects. The entries for the individual subjects in this booklet include information about the qualifications and examination boards chosen by the teaching departments.

In summary, here are the principles underlying the numerical grading system.

- Across all subjects nationally, close to 20% of candidates awarded grade 7 or above will receive grade 9.
- The grade 8 boundary is equally spaced between the grade 7 and grade 9 boundaries.
- The Government's definition of a "good pass" at GCSE is set at grade 5.

C E G Bailey
Director of Studies

H R Fox
Academic and Universities Director

“Boys should consider their subject choices carefully, taking advice from their House Master, Tutor, parents and beaks.”

GCSE AND IGCSE SUBJECTS OFFERED AT HARROW

The subjects we intend to offer in September 2023 are listed below. All boys study English and Mathematics and should select a total of SEVEN more subjects, one from each of the groups below. Boys must choose a modern foreign language from group 7 and select a minimum of two sciences.

We will endeavour to timetable all choices; very occasionally, timetable clashes may mean that a certain combination of subjects is not possible. In such cases, boys and parents will be notified at the earliest opportunity so that a suitable

alternative can be chosen. Occasionally, changes may need to be made to the precise list of subjects offered. Again, boys and parents will also be notified of such changes at the earliest opportunity. If a boy wishes to study a combination of subjects that does not appear to be available below, he should contact Miss Fox, Academic and Universities Director, who will seek to accommodate his preferences whenever possible. Boys' final choices will be collated under the supervision of House Masters and Tutors.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
Ancient History	Biology	Astronomy	Chemistry	Art	Art	French
Art	Design, Technology & Engineering	Biology	Design, Technology & Engineering	Chemistry	Computer Science	German
Biology	French	Design, Technology & Engineering	Geography	Computer Science	Design, Technology & Engineering	Italian
Physics	Classical Greek	Geography	Latin	Design, Technology & Engineering	Drama & Theatre	Japanese
Theology & Philosophy	History	Music	Physics	Drama & Theatre	Geography	Mandarin
	Latin	Physics	Spanish	PE	History	Russian
				Theology & Philosophy	Latin	Spanish
					Music	
					Theology & Philosophy	

ANCIENT HISTORY

OCR GCSE, Syllabus J198

COURSE CONTENT

Not to know what happened before you were born is to be a child forever. Cicero

Ancient History involves the study of four fascinating topics from Greek and Roman antiquity. There are two examination papers (both 1 hour 45 minutes), each covering two topics: a 'period' study and a related 'depth' study, all of which are firmly rooted in the analysis of primary sources in translation. The period studies cover the rise of the Persian Empire and the foundation of Rome from early kingship to the Republic. The related depth studies offer topics such as Athens in the Age of Pericles and Alexander the Great, as well as Hannibal and the Second Punic War or Cleopatra: Rome and Egypt. There is no coursework in Ancient History. This is a subject that develops careful reading, concise written skills and source analysis to promote the understanding of the differences between cultures, both ancient ones and our own.

WHY CHOOSE ANCIENT HISTORY?

Ancient History requires you to be flexible, open minded and willing to engage directly with major writers from the ancient world such as Herodotus, Livy, Arrian and Plutarch. Having said this, the subject matter itself is what makes Ancient History exciting. From Alexander's extraordinary military achievements, which pushed the boundaries of the known world, to the study of the foundations of Western democracy, warfare and politics, there is much that boys will find appealing. Many boys who do Ancient History GCSE will go on to study Ancient History in the Sixth Form and quite a number enjoy the subject so much that they choose to read it at university. Ancient History improves the writing and thinking skills of boys who study it and opens their minds to how cultures develop and differ from one another.

CANDIDATE REQUIREMENTS

If boys enjoy doing the Shell Latin course and covering the background topics on offer, they will enjoy this subject. If they enjoy History, English, Geography or Art, this subject will appeal to them too. There are no prerequisites except a willingness to engage with the cultures of Greece and Rome.

COMPLEMENTARY COURSES

Ancient History goes well with any subject but there are perhaps most connections with Latin or Greek, History and English Literature. Study tours abroad (to Rome, Pompeii, mainland Greece, Crete etc.) are recommended. Boys can also attend Classical Society meetings, where they can listen to other boys studying classical subjects in the School talking about topics that interest them, or they could even choose to lecture on a topic themselves.



ART

AQA GCSE, Syllabus 8202

COURSE CONTENT

The GCSE course comprises Unit 1 (Coursework), worth 60%, and Unit 2 (Externally Set Task), worth 40%.

Studying Art affords boys the opportunity to develop their perceptual abilities and see the world more clearly through the acquisition of skills including drawing, painting, sculpting and printmaking, alongside digital and analogue photography. These skills can form a mainstay of projects, including final pieces, along with stop frame animation, video and film-making using fast, intuitive software such as Photoshop, iMovie and Premier Pro. All work is underpinned by boys having a fundamental grasp of the work of different artists and there will be various opportunities to visit galleries and museums in Central London including Tate Modern and Tate Britain, the National Gallery, the V&A Museum, Royal Academy, Gagosian Gallery, White Cube gallery, and Frieze Art Fair in Regent's Park.

In the Remove, boys will be introduced to a range of skills and techniques in various media. There is no right or wrong approach in the subject and every boy will discover their favoured medium and way of working, which is both encouraged and nurtured in the department. The Remove is viewed as the foundation year; a time when our artists begin to grow in confidence and handle materials with some degree of authority. Boys usually complete one sustained project during the Remove year. This is thematically based. A sustained project normally comprises comprehensive sketchbook work with observational drawing, painted studies, maquettes, photographs, experimental short time-lapse films and one final piece or outcome.

In the Fifth Form, boys will work on a second sustained project (usually set during the Remove Summer term) which is more independent in nature and capitalises on skills acquired during the Remove year. There is a ten-hour mock examination in the Fifth Form, usually in January, which allows boys a period of ten hours to produce a sustained piece of work and acts as a 'dry run' for the examination proper. The Externally Set Task (the examination) involves seven eclectic 'themes', from which boys will need to choose one. The chosen theme is developed over a period of six weeks and then taken through into a ten-hour final piece. This could be one work or a series of works.

WHY CHOOSE ART?

Roger Kneebone, professor of surgical education at Imperial College, has written about students spending so much time in front of screens and so little time using their hands that they have lost the dexterity for stitching or sewing up patients. Students often leave school unable to do certain practical tasks – cutting out or making things. GCSE Art encourages such skills, as well as a holistic, lateral way of thinking so boys can make important connections between art, science and mathematics, as well as the humanities and languages, and understand more fully the interconnectedness of one discipline with another. Art also facilitates boys using the right-hand side of the brain, which is responsible for creativity.

Harrow boasts one of the finest art schools in the country, with an exemplary record of boys gaining entry to Oxford, Goldsmith's and the Slade (UCL) to study Fine Art, and to Cambridge to study Architecture. Harrow boys make work that is exciting, original, engaging and ambitious. Art lessons are fun but at the same time purposeful. Boys enjoy standing up to work and having their own dedicated art spaces, especially as they progress through the GCSE course and their work becomes more self-directed and personalised. A bonus for many boys is that there is no formal written examination and all work, including the practical art examination, takes place in a studio environment that they

will be familiar with. Art is taught in five light-filled studios with university-standard facilities. Boys have access to a wide range of materials and the studios are open seven days a week, often until 9pm. All boys are practising artists who are committed to giving boys a first-rate visual education through skilful teaching, mentoring and coaching. The GCSE course is viewed as the beginning of a journey that will equip boys with the ability to appreciate the importance of art at Harrow and beyond. Work is celebrated through ever-changing exhibitions in both the Shepherd Churchill Hall and the Pasmore Gallery. Studying Art instils a sense of personal ownership and pride; like other areas of Harrow endeavour, it also has a healthily competitive element through, for example, the hotly contested House Art competition. Boys are given their own working space in the Fifth Form, an aspect of being in the department that they enjoy immensely. The GCSE can lead to A-level Fine Art, A-level History of Art and A-level Photography, and complements any combination of arts, science or humanities subjects. We are proud to have enhanced the university applications of boys who have been accepted to study courses at Oxford and Cambridge including Medicine, PPE, English, History of Art and Architecture, as well as Liberal Arts courses at US universities such as Columbia, Georgetown, Stanford and UPenn.

The department gains excellent examination results, with almost all boys gaining grade 9 at GCSE and A*/A at A-level. It also has a reputation for attracting internationally renowned artists to give lectures, undertake residencies, adjudicate prizes and exhibit work. Recent visiting artists include Chris Orr RA, Susanne Du Toit (BP Portrait Award winner), Jenny Saville RA, Alison Lambert, Peter Randall-Page, Jane McAdam Freud, Gilbert & George RA, David Rayson, Emeritus Professor of Painting at the Royal College of Art, Jeanette Barnes and Samson Kambalu, whose work *Antelope* is currently on display on Trafalgar Square's Fourth Plinth.

CANDIDATE REQUIREMENTS

Art creates balance. It can also improve aspects of cognition and perception, which are crucial in a world saturated with visual information. Studying Art will also assist with problem solving and the ability to empathise.

Art is not just the preserve of those with innate or natural drawing ability and we actively encourage all boys who are enthusiastic, curious, intellectually engaged, ambitious and independent minded to opt for the subject. There are no prerequisites for studying GCSE Fine Art other than the willingness, as Sir Jony Ive, Senior Vice President of Design at Apple Inc, said, "to try". We don't expect top-flight drawing skills from any boys embarking on GCSE Art. The department believes in the fundamental philosophy that everyone possesses the innate ability to be creative and imaginative and, in a world that places increasing emphasis on evaluating visual content, Art helps pupils to make rapid 'blink' decisions that affect their everyday lives.

COMPLEMENTARY COURSES

Art, by its very nature, will complement any subject, whether languages, humanities or sciences. Boys often find that science both informs and complements Art and develops a way of thinking for them that may otherwise remain dormant. Those wishing to study Architecture should view Art as a necessity at GCSE. Those with ambitions to study Liberal Arts at an American university should also be encouraged to take an arts subject. Boys can use GCSE Fine Art for the Skill section of The Duke of Edinburgh's Award scheme. Boys studying Art may wish to join the OSRG Arts Society, Curtis Film Society, Photography Club, Pasmore Society and Architecture Society.



ASTRONOMY

Edexcel GCSE, Syllabus 2AS01

COURSE CONTENT

The course will enable boys to understand our position in the universe, the movements of planets and stars, the cycles in the night and daytime sky, and the way in which we use technology to observe and interact with space. In the Remove year, the emphasis is on studying the Earth-Moon system, the Sun and the solar system. In the Fifth Form, we look into the processes involved in the creation of stars and galaxies, cosmological theories and observational techniques. Astro-imaging is an active field of study at Harrow, thanks to our state-of-the-art observatory. While the course contains no assessed coursework, boys will be expected to conduct astronomical observations using telescopes in the Rayleigh Observatory or robotic observatories around the world.

WHY CHOOSE ASTRONOMY?

This is a subject that many boys find fascinating. Candidates will be required to undertake observations of their own and will have access to the department's state-of-the-art telescopes, CCD cameras and astronomical imaging software. Some lessons take place outside normal lesson time, including evening observation sessions in the Rayleigh Observatory. The interest boys have in Astronomy can often lead to their developing a real passion for it and this can be a major stimulus to them pursuing related subjects such as Physics and Mathematics to higher levels, including at university. Harrow has twice in the last ten years been awarded the Good Schools' Guide Award for Best GCSE Astronomy Results in an English School and Harrovians frequently win the coveted RAS Presidential Certificate for the highest scores nationally at GCSE.

COMPLEMENTARY COURSES

Astronomy complements Mathematics and the sciences, particularly Physics, but the variety of skills taught makes it a good fit with all other GCSE courses offered at Harrow. Boys choosing Astronomy should possess a high level of mathematical competence.



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We look into the processes involved in the creation of stars and galaxies, cosmological theories and observational techniques.”



BIOLOGY

Edexcel IGCSE, Syllabus 4BI1

COURSE CONTENT

Boys start the course at the beginning of the Shell year. It covers a broad range of topic areas including biochemistry, cell biology, human physiology, plant physiology, genetics and inheritance, ecology and the environment, and the use of biological resources (food production, selective breeding, genetic engineering and cloning). Where possible, topics are explored through practical investigation. The course is assessed through two written examinations taken at the end of the Fifth Form. There is no coursework.

WHY STUDY BIOLOGY?

Biology is a very dynamic subject that dominates science coverage in the news. It addresses key concepts that everybody should understand, such as how the human body works and how life evolved. Furthermore, in order to make judgements about the merits and ethics of technologies such as genetic engineering and cloning, one must comprehend the science that underpins them. IGCSE Biology, along with Chemistry and Physics, provides a solid foundation for studying Biology at A-level and beyond. There are numerous biology-related degrees offered by the top universities; popular courses include Medicine, Biological Sciences, Marine Biology, Biomedical Sciences and Zoology. A Biology degree can lead to careers in a wide range of sectors such as the pharmaceutical industry, medicine, conservation, agriculture, forensics, environmental management and academia.

CANDIDATE REQUIREMENTS

Since many biological phenomena can be experienced directly, typically through observation, the subject is more accessible than some other scientific disciplines. It also develops and tests a broader range of skills; the ability to write clear, precise prose is particularly important.

COMPLEMENTARY COURSES

Biology combines well with the other science subjects, Physics and Chemistry. There is also overlap with Geography and Mathematics. There are a number of biology-related societies at Harrow including the Biology Society, Medical Society, Natural History Society and Dissection Society. In addition, the Conservation and Farm activities cater for boys with an interest in ecology and wildlife.

CHEMISTRY

Edexcel IGCSE, Syllabus 4CH1

COURSE CONTENT

Chemistry IGCSE will give boys a firm grasp of the basics of chemical science. The IGCSE course starts in the Shell year and the next two years build on this. Boys begin the Remove year learning about the differing behaviour of materials. Armed with this understanding, boys study metals, polymer materials and other important substances. They study the influential area of organic chemistry – the basis of our fuels and medicines – and learn to calculate and maximise yields in chemical reactions to address environmental impact. The Fifth Form looks at how substances are analysed to determine their identity, the concept of energy in chemistry and the industrial production of some important chemicals for the modern world.

WHY STUDY CHEMISTRY?

Practical laboratory skills help to develop a rigorous understanding of the theoretical concepts, while other reactions are demonstrated live by Masters to ensure the subject really comes alive. Boys will finish the course with a better understanding of the material world in which we live, and an enhanced ability to investigate, to reason logically and work collaboratively on practical tasks. The problem-solving and numerical aspects prepare students for a range of degree courses beyond those directly related to Chemistry, such as Natural Sciences, Biochemistry, Materials Science, Medicine, Veterinary Science and Engineering.

CANDIDATE REQUIREMENTS

The subject suits anyone who wants to understand why the world around us has the properties it does. It will appeal to those with a natural curiosity. Boys will be most successful if they can think logically, recall factual material and apply mathematics to solve problems.

COMPLEMENTARY COURSES

Studying Chemistry at IGCSE level fits in very well with the other two sciences and Mathematics. Active involvement with the School's Scientific Society offers a further source of enrichment and collegiality, with the opportunity to present, hear and discuss talks with peers as well as learn from high-profile guest lecturers. Super-curricular courses and societies in all sciences will help to foster interest and develop skills.

Towards the end of the Fifth Form, boys might begin looking at problems from the Cambridge Chemistry Challenge (www.C3L6.org) and the RSC Chemistry Olympiad (<https://edu.rsc.org/enrichment/uk-chemistry-olympiad>). There are many excellent free resources now available online, including the Royal Institution's RI Channel, as well as free revision resources such as the reliable online textbook Chemguide (<http://www.chemguide.co.uk/igcse/index.html>).





CLASSICAL GREEK

OCR GCSE, Syllabus J292

COURSE CONTENT

Classical Greek is a beautiful language that requires an eye for detail, strong analytical and linguistic skills, and excellent powers of recall. It is a prestigious subject to take to GCSE and a rare gem on the curriculum. Boys who study Classical Greek also read widely across many aspects of Greek culture, history, philosophy and mythology. The OCR Classical Greek GCSE comprises three exams. The language paper includes translation from Classical Greek to English and comprehension of passages with themes taken from Greek mythology and history. This language element is 50% of the GCSE. The other 50% consists of the study and exploration of selections from both Classical Greek prose and verse literature. The prescribed verse literature involves the reading of portions from Homer's *Iliad*. The prescribed prose literature is usually taken from the 'Father of History' Herodotus' *Histories*, which includes everything from accounts of the battle of Thermopylae and the capture of Babylon to advice on how to catch a crocodile.

WHY CHOOSE CLASSICAL GREEK?

Few other subjects offer an intellectual challenge quite like Greek and this in itself makes the subject an exciting one to study. The study of Classical Greek consists of a sophisticated study of language, the etymological roots for much technical vocabulary in English (particularly medical and general scientific terminology), and the study of poetry and prose. Classical Greek authors created and perfected many modern genres of literature. Boys will study Greek history, poetry, drama and philosophy, and read authors such as Homer, Euripides, Thucydides and Plato with "their feet on the fenders", that is, in the original language. These authors have had an enormous influence on later writers, and boys who study Classical Greek develop a better appreciation of literary heritage. Boys who study Classical Greek are also encouraged to combine it with Latin if they are interested in working towards a university degree in Classics.

CANDIDATE REQUIREMENTS

Boys who choose GCSE Greek are expected to have studied the language for at least one year (this usually means that they have studied it in their Shell year) and we would expect them to have done well. If they find the language a struggle in the Shell year, then this is probably not a good option for them at GCSE.

COMPLEMENTARY COURSES

Classical Greek combines well with all subjects. Strong scientists often find the logical element of this classical language makes it a desirable option. Classical Greek combines excellently with Ancient History, English Literature, Latin, History and Theology & Philosophy. Study tours abroad (to mainland Greece, the Greek Islands, Crete etc.) are offered by the department and recommended. Boys are also encouraged to attend the Classical Society, which meets regularly throughout the year.





COMPUTER SCIENCE

CAIE IGCSE, Syllabus 0478

COURSE CONTENT

The course covers the fundamental principles and practices of computation and algorithmic thinking, and their application in the design and development of computing systems. Computational thinking is an increasingly important skill that can be developed by learning to program and code in a variety of modern languages. The practical work enables boys to develop their interest in computing and to gain confidence in algorithmic thinking and programming. They develop their understanding of the main principles of problem solving using computers, and apply this understanding in developing software-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, and the ability to test effectively and to evaluate solutions. Boys also build their own systems using compatible hardware including custom gaming platforms and the raspberry pi, and have an opportunity to undertake their own software development project at the end of the Remove year.

WHY CHOOSE COMPUTER SCIENCE?

The course is challenging but rewarding, creative and fun, allowing boys to develop their own programs and applications, and to solve technical and mathematical problems with code. It is unique among all subjects at this level in that it allows boys to solve problems from any scientific discipline using the same logic and mathematical reasoning.

CANDIDATE REQUIREMENTS

The course suits any boy with a fascination for and interest in computing, engineering and the sciences, and a zest for problem solving. A high level of mathematical competence is hugely beneficial for pursuing Computer Science – a strong correlation exists between performance in Mathematics and Computer Science. As a rough guide, the subject is best suited to boys in Mathematics divisions 1-3.

COMPLEMENTARY COURSES

Related subjects include Mathematics and the sciences. The Lower Sixth Elective course in programming follows on well from this IGCSE, and all boys taking Physics A-level take an internal course focused on scientific computing in the Summer term. Boys should also join the Computer Science Society, which builds and customises machines and apps.

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Developing computational thinking involves learning to program by writing code. The practical work enables boys to develop their interest in computing and to gain confidence in algorithmic thinking and programming.”

DESIGN TECHNOLOGY & ENGINEERING

CAIE IGCSE, Syllabus 0979

COURSE CONTENT

The CAIE IGCSE looks to embolden autonomous and creative problem solvers who will further their understanding and knowledge of design and engineering. In the Remove year, boys will study four core subject areas that prepare them for two examinations worth 25% each, and a coursework project worth 50%, all of which will be completed in the Fifth Form. The course focuses mainly on Product Design, Electronics, Structures and Mechanisms. The IGCSE allows boys to study, design, make and control products, systems and mechanisms that they see and use in everyday life. It also enables them to build their own projects using industrial techniques such as CAD-CAM and 3D printing.

WHY CHOOSE DESIGN TECHNOLOGY & ENGINEERING?

The subject enables boys to identify, consider and solve problems through creative thinking, planning and design. Pupils gain technical and design awareness, and develop skills such as initiative, resourcefulness, enquiry and ingenuity. Throughout the course, boys will become proficient users of 3D printing and computer-aided manufacturing equipment, while learning to programme software and control systems when designing innovative products. Design Technology & Engineering provides an ideal basis for further study and prepares learners for their future in a rapidly changing technological society. With the core subject areas of Electronics, Structures, Mechanisms and Product Design, it can often provide an excellent foundation for budding engineers and product designers.

CANDIDATE REQUIREMENTS

The subject suits thoughtful and creative individuals who are eager to explore, reflect, engage and control the technological world around us.

COMPLEMENTARY COURSES

It combines well with Physics and Mathematics. It also shares many creative strategies with Art.

DRAMA

AQA GCSE, Syllabus 8261

Theatre is a place where we go to hear stories that help us make sense of things. Philip Ridley, Playwright

COURSE CONTENT

GCSE Drama is a dynamic, challenging course, offering boys insight into a wide range of dramatic genres and forms, as well as helping them to develop skills in analysis, creativity, empathy and teamwork.

Harrow's thriving dramatic tradition and well-resourced Ryan Theatre and Drama Studios give boys the opportunity to develop their work to a high level. The School's location also enables them to see innovative, high-quality performances in and around London. Recent destinations include the National Theatre, the Young Vic and Shakespeare's Globe.

What will the course comprise?

- Studying and staging extracts from a range of play texts
- Regular theatre trips and analysis of productions seen
- Devising an original piece of theatre and documenting the process

How is it assessed?

- Through practical work – as a performer or designer (30%)
- By demonstration of collaborative and creative skills through reflective writing (30%)
- Through writing about plays studied and seen in a formal examination (40%)



WHY CHOOSE DRAMA?

Boys often choose GCSE Drama if they have enjoyed their experiences of drama – as a performer, technician, writer, comic or audience member – and want to pursue their interest further. They also typically enjoy active, group-focused lessons and want to create their own practical work, as well as learn about what other people have created.

Drama pupils typically see themselves pursuing A-levels, university courses or careers that will require interpersonal, group-work or presentation skills. A good grade in Drama will show boys to be strong, confident and empathetic communicators, able to work dynamically and creatively with others. The course is much valued by universities and employers as a result.

CANDIDATE REQUIREMENTS

There is no requirement to have previously studied or gained a large amount of experience in drama in order to take the course – candidates simply require enthusiasm, commitment and creativity.

COMPLEMENTARY COURSES

GCSE Drama combines well with any other combination of subjects and is often chosen by boys wanting to balance their choices with a practical, creative subject. The key skills it develops – creativity, communication and teamwork – are as important for scientists as for artists.



ENGLISH

English CAIE IGCSE, Syllabus 0990 and English Literature CAIE IGCSE, Syllabus 0992

COURSE CONTENT

Boys will earn two IGCSE qualifications over two years: English and English Literature. The English IGCSE teaches boys to write for a range of purposes and in a variety of forms; there are opportunities for creative writing as well as more practical writing (summary, analysis, persuasion). Boys will sit two papers (one with a reading focus, one with a writing focus) and there is no coursework component.

The English Literature IGCSE requires boys to read widely across the genres and they will be examined on three set texts: a novel, a play by Shakespeare and a collection of poems. They will also be examined on their reading and literary analysis skills through an 'unseen' paper that will ask them to write about a poem or a prose passage that they have not encountered before. Boys will sit three papers at the end of the course and there is no coursework component.

WHY STUDY ENGLISH AND ENGLISH LITERATURE?

English is an exciting subject at this level as it allows boys to be creative, to express their own ideas, to debate and discuss them, and to read a great deal. Discussion forms a significant part of English lessons and boys learn to express their views confidently to their peers and to argue their position in debate. Boys need high marks in English to strengthen their academic profile for university and it is one of the subjects that admissions tutors, as well as future employers, may look at on a candidate's CV. The communication, reading and writing skills that are required to be a success in almost any field of work are taught in English and, regardless of whether boys pursue the subject at A-level, their success in this subject will enable them to do well in the subjects they choose to pursue.

CANDIDATE REQUIREMENTS

The English and English Literature IGCSEs suit all pupils who have a sound grasp of the English language.

COMPLEMENTARY COURSES

Boys' study of English will complement their work in nearly every other GCSE subject, particularly subjects that require essays or that have a written component in the examination. In addition, English will complement boys' cultural pursuits outside the form room, whether this be art, drama or music. Many of the skills developed in English are required in those areas as well.

GEOGRAPHY

AQA GCSE, Syllabus 8035

COURSE CONTENT

GCSE Geography presents a highly relevant programme of study that focuses on the global issues faced by cultures and communities in the modern world. Geography is studied in a balanced framework of physical and human themes, and investigates the link between them. Topics of study include the challenge of natural hazards, climate change, tropical rainforests, hot deserts, river and coastal landscapes in the UK, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Candidates will be encouraged to understand their role in society by considering different viewpoints, values and attitudes, and to think critically about the world in which they live. There is no coursework element, but candidates will undertake two geographical inquiries that will take place in contrasting environments and show an understanding of both physical and human geography. Candidates are assessed by written papers at the end of the course. These consist of short, structured responses, as well as opportunities for extended writing.

WHY CHOOSE GEOGRAPHY?

A great deal of emphasis is placed on topicality and the subject demands the use of up-to-date case studies in exploring the core concepts and themes. Lesson content is chosen to reflect current thinking and interests in geography in the 21st century. Boys will acquire and develop a range of transferable skills, such as numeracy, data interpretation, research skills, critical analysis, report writing and IT. These will support academic enquiry and their career aspirations throughout their lives. Geography graduates have one of the highest rates of graduate employment. The development of a comprehensive academic skillset is fundamental to this. Business, law and the financial sector also value the broad subject knowledge with which Geography graduates are equipped. For example, a geographer working as a financial risk analyst in a bank would benefit from having an understanding of borders, peace and security issues, distribution of resources, and factors affecting economic growth in various parts of the world. Geographers enter a very wide range of career areas. It is a subject that sets boys up with a firm base for lifelong learning and career development.

CANDIDATE REQUIREMENTS

Geography supports and suits every boy, being particularly well matched with those who are looking to engage actively with, think critically about and independently reflect on the taught material. There are no prerequisites.



COMPLEMENTARY COURSES

Geography positively complements other humanities subjects, as well as those that are grounded in science and mathematics. The contemporary nature of Geography and the dynamic composition of the GCSE make it a subject that offers opportunities for independent learning and extension beyond the confines of the taught curriculum. Fieldwork allows boys to extend their learning outside the form room, initiating early exposure to and subsequent development of independent research and report-writing skills that are fundamental to the successful completion of project-based work in the Sixth Form. The Geography Department offers both a Junior and Senior Society with which boys are highly engaged. Society events take place regularly and offer the opportunity for engagement with the subject well beyond the curriculum.



HISTORY

CAIE IGCSE, Syllabus 0977

COURSE CONTENT

History is the study of the past. The IGCSE syllabus provides an opportunity to study many of the key political, social and economic developments of the 20th century. Topics include international relations between the First and Second World Wars, leading to the collapse of peace in 1939; the German Weimar Republic and the rise of the Nazis; the Third Reich; the origins of the Cold War; the Cuban Missile Crisis; the Korean and Vietnam Wars; and Soviet control of Eastern Europe, followed by Gorbachev and the end of the USSR. Along the way, boys will encounter some well-known historical figures: notorious dictators like Adolf Hitler and Josef Stalin; British prime ministers such as Neville Chamberlain, Winston Churchill and Clement Attlee; and American presidents including Franklin D Roosevelt, John F Kennedy and Ronald

Reagan. Boys will also meet some people who may be less familiar: Marinus van der Lubbe, the demented Dutchman who allegedly burned down the German Parliament; Haile Selassie, the Rastafarian Emperor of Ethiopia who tried to save his country from annihilation by fascist Italy; Martin Niemöller, the German submarine commander turned theologian who spoke out against Hitler's antisemitism; or Imre Nagy, the brave communist politician who stood up to Soviet aggression in Hungary, to name just a few.

WHY CHOOSE HISTORY?

This course is exciting partly because the events that it covers are so dramatic: in 1923, hyperinflation wiped out the value of the German mark and made people use banknotes as toilet paper rather than currency; the Wall Street Crash of 1929 threw the Western world into catastrophic economic meltdown; and in 1962 the Cuban Missile Crisis brought us to the brink of a nuclear holocaust and the very extinction of human life as we know it. For some people, History is all the more fascinating because it is true; far from being stories in some exciting work of fiction, these events all actually happened. On a practical level, History sharpens boys' powers of analysis, interpretation and communication, all of which are key skills upon which boys will be able to draw further up the School and later in life. In career terms, the transferable skills that are learnt in History can be deployed in a very wide range of occupations. There are historians in banking, business, the law, journalism, politics, the Church and a hundred other occupations. Several members of the current cabinet have History degrees, as do the Archbishop of Canterbury and King Charles III. Although it is not necessary to have taken IGCSE History in order to do the A-level, it is certainly helpful to have done so.

CANDIDATE REQUIREMENTS

The paramount requirement for studying IGCSE History is an interest in the past. It is a subject that suits those who enjoy analysing evidence, participating in discussion and debate, and formulating and presenting an argument. In addition, an interest in reading and some aptitude for writing are helpful.

COMPLEMENTARY COURSES

History overlaps with and supports many other subjects, either at GCSE or beyond, including English, Classics, Theology and Philosophy, History of Art, Politics and Economics. Boys opting for IGCSE History will find that there is a very wide range of co-curricular and super-curricular activities to support and enhance their studies: talks by eminent historians to the various historical and political societies (the Trevelyan Society for history, the Alexander Society for military history and the Palmerston Society for politics); educational visits in the UK and further afield; exhibitions in the Old Speech Room Gallery; and, of course, many plays, concerts and other cultural events with historical ramifications.

LATIN

OCR GCSE, Syllabus J282

COURSE CONTENT

GCSE Latin involves the study of the Latin language to a higher level than that covered in the Shell year. The boys expand their Latin vocabulary and learn more sophisticated grammar in the Remove year. The OCR Latin GCSE comprises three exams. The language paper includes translation from Latin to English and comprehension of passages with themes taken from mythology and history. This language element is 50% of the GCSE. The other 50% consists of the study and exploration of selections from both Latin prose and verse literature. This is the most exciting part of the course: reading Roman authors gives boys the chance to look at the lives and beliefs of a fascinating ancient culture. The prose literature will cover a range of short extracts from classical authors linked together by a unifying and often universal theme (family life and relationships, conflict and conquest, virtue and vice being recent examples). The verse will be taken from Virgil's famous epic poem, the *Aeneid*, and will cover the foundation myth of Rome. The prose selection is taken from Tacitus' *Annales* and focuses on the betrayals, plots and violent episodes of the Julio-Claudian family of Imperial Rome.

WHY CHOOSE LATIN?

The study of Latin trains the mind to think accurately about the expressions of language, and to think with nuance. Boys study a language that is complex and logical in its structure, and they consider sophisticated arguments and ideas in the original words of Roman authors. Latin does not lead in one direction only: it enhances boys' all-round intellectual breadth and ability. Boys who study Latin will become better problem solvers, literary critics, historians, philosophers and linguists. Like Classical Greek, Latin remains a gold-standard GCSE, highly valued by admissions tutors at universities and future employers.

Both as a GCSE and later as an A-level, Latin fits well alongside humanities and modern languages and, in some cases, as a prestigious contrasting subject for a scientist or mathematician. When combined with another classical subject (Classical Greek or Ancient History) A-level Latin can lead to the study of Classics at university. With a smaller pool of applicants nationally, Classics is an attractive course at Oxbridge and top Russell Group universities for those with a genuine passion for the subject.

The Classics Department achieves excellent results at GCSE each year with nearly 40% of boys getting grade 9, and 85% of boys getting 8-9. Latin is an excellent preparation at GCSE for boys who are ultimately interested in studying Modern Languages at university, and the study of the language provides an excellent foundation for the Verbal section of the ACT and SAT for those boys interested in American universities.



In terms of careers, there is no limit to what boys can do with Latin. They are choosing to hone their skills to develop a mastery of reading and concise written expression, as well as strong analytical and problem-solving abilities. These are all transferable skills and will always be reckoned marks of distinction. Classicists frequently enter the financial sector, the law (particularly the Bar) and the Civil Service (particularly the Foreign Office), as well as academia, the media and journalism.

CANDIDATE REQUIREMENTS

The subject will suit boys with ability and interest in languages and literature. If they enjoy linguistic puzzles and the challenge of problem solving, Latin will suit them. If they are interested in History, Ancient History, Art, English Literature, Theology and Philosophy, Classical Greek or other Romance languages then Latin will provide a rich perspective on the past, as well as insights into the origins of European culture. It will be expected that boys who have done well at Shell Latin will be able to carry on with suitable confidence at GCSE.



MATHEMATICS

Edexcel IGCSE Mathematics, Syllabus 4MA1
OCR Additional Mathematics, Syllabus 6993

COURSE CONTENT

Mathematics involves the solving of problems within a logical framework. The course consists of the standard branches of Mathematics (number, algebra, shape and space, and statistics), as well as beginning the study of calculus and functions, which form substantial parts of the A-level course. There is an increasing focus on problem solving, which is developed throughout the course. The department aims to enrich and stretch boys at all levels while ensuring that there is suitable consolidation time before examinations. Boys in the top two divisions study an accelerated course and have the opportunity, in addition to the IGCSE, to take the free-standing Additional Mathematics qualification – a gateway to studying Further Mathematics A-level – in the Fifth Form.

WHY STUDY MATHEMATICS?

Studying Mathematics aids the growth of a number of skills that have applications in a wide range of future pathways; at A-level it is the most commonly listed prerequisite for degree courses in the UK. Fluency in the basic mathematical skills is essential for those wishing to study any course with scientific content (including Engineering or Medicine), and statistical methods and analysis are becoming increasingly important in the social sciences such as Economics, Geography or Sociology. Those interested in careers in the financial sector will find mathematical competence invaluable. Additionally, mathematicians develop the ability to read, construct, critique and analyse complex arguments, which carries great currency across the academic spectrum.

If boys like thinking creatively to solve challenging problems (together with the satisfaction achieved when reaching the right answer!), Mathematics could be the subject for them.

CANDIDATE REQUIREMENTS

Mathematics is compulsory in the Remove and Fifth Form, so there are no prerequisites for its study. However, we expect all boys to apply themselves with focus and to work to the best of their ability if they want to reach their potential in the subject.

A good grade in (I)GCSE Mathematics is essential for nearly all university courses and future employment.

COMPLEMENTARY COURSES

Mathematics encapsulates the language and research methods for all sciences, computing, finance and increasingly – through statistics and other newer branches of the subject – all areas of life. The range of skills nurtured through its study can be applied across the curriculum, so it complements all other courses in some way.

“

Reading Roman authors gives boys the chance to look through the keyhole at the lives and beliefs of a fascinating ancient culture.”



“Banking, accountancy, law and management are just some of the sectors that list language qualifications as highly desirable assets in potential recruits.”

MODERN LANGUAGES

Edexcel GCSE (9-1)

French: 1FRO

German: 1GNO

Italian: 1INO

Japanese: 1JAO

Russian: 1RUO

Spanish: 1SPO

CAIE IGCSE (A*-G)

Mandarin Chinese: 0547

French, German, Italian, Japanese, Russian and Spanish follow the reformed Edexcel GCSE syllabuses, while we have found the CAIE IGCSE syllabus to be more appropriate for our learners of Mandarin Chinese.

WHY STUDY A MODERN LANGUAGE?

All the language specifications offered at Harrow allow a lot of flexibility, meaning that boys are free to select and adjust material to make it as interesting and relevant as possible. The topic areas emphasise practical communication and are grounded in everyday life, so the qualifications provide a thorough foundation for those who wish to travel abroad or to study the subject beyond (I)GCSE. High-level language qualifications represent a valuable skillset in the UK, where the majority of pupils leaving school do so without even a GCSE in a foreign language. At Harrow, we are particularly proud to offer seven different languages on the timetable all the way through to A-level, giving Harrovians real opportunities to set themselves apart from other pupils of their age. Banking, law, accountancy and management are just some of the sectors that list language qualifications as highly desirable assets in potential recruits.

CANDIDATE REQUIREMENTS AND COMPLEMENTARY COURSES

All the specifications offered allow boys to fulfil the School's requirement for the study of at least one foreign language to (I)GCSE. Boys must choose languages that they have taken in the Shell year. If boys think that languages might feature in any way in their Sixth Form or university plans, then we strongly recommend continuing with at least two languages to (I)GCSE. When off-timetable language options are

taken into account, a small number of boys each year even opt to take three languages to (I)GCSE level. In the Sixth Form, many other subjects are complemented by studying a language, while numerous non-language degrees offer the option of a year studying abroad to those with appropriate language qualifications.

COURSE CONTENT

Edexcel specifications all follow a similar format, with each of the four skills of listening, speaking, reading and writing being tested separately and allocated 25% of the total marks.

CAIE IGCSE Mandarin Chinese also tests the four skills separately and in a broadly similar way to the Edexcel specifications, allocating each skill 25% of the total marks. Further details of this specification can be found here: <https://www.cambridgeinternational.org/Images/664639-2025-2027-syllabus.pdf>

EDEXCEL GCSE

Listening and understanding

50 marks, 25%, 45 minutes, externally assessed. Candidates listen to a number of recordings of varying length and difficulty and answer questions testing comprehension.

Speaking

70 marks, 25%, 10-12 minutes, internally conducted and externally assessed. Candidates complete a role-play, answer questions based on a picture stimulus and engage in conversation based on two themes, one of which can be chosen by the candidate.

Reading and understanding

50 marks, 25%, 60 minutes, externally assessed. Candidates are assessed on their understanding of a variety of written language including advertisements, emails, letters, articles and literary texts. There is also the requirement to translate a short passage from the target language into English.

Writing

60 marks, 25%, 80 minutes, externally assessed. Candidates are required to produce responses of varying lengths and types to express ideas and opinions. There is also the requirement to translate a short passage from English into the target language.

JAPANESE

Edexcel GCSE, Syllabus 1JAO

COURSE CONTENT

All four skill areas of listening, speaking, reading and writing are formally tested and externally marked. Each skill area represents 25% of the overall final grade awarded. The content for the Japanese GCSE papers is based around the following five topics:

1. Identity and culture
2. Local area, holiday and travel
3. School
4. Future aspirations, study and work
5. International and global dimensions

Boys' verbal and written expression, vocabulary and grammatical structures are based on these topic areas. The Listening paper is 45 minutes in duration and both the questions and answers are in English, responding to aural material that is spoken by native Japanese. The Speaking paper is 10-12 minutes in duration and consists of three tasks:

1. Role-play on a topic allocated by Edexcel
2. Questions based on a prescribed picture stimulus
3. Conversation on two themes, one chosen and known by the pupil and one unknown and selected by Edexcel

The Reading paper is 65 minutes in duration and boys must give multiple-choice responses and short written answers to passages of varying lengths. There is also a short translation from Japanese to English. The Writing paper is 1 hour and 25 minutes in duration and is divided into three sections: one short answer, one longer answer and one translation from Japanese into English. The written paper must demonstrate the candidate's proficiency in all three scripts used in the Japanese language: Hiragana, Katakana and 200 of the Kanji (Chinese characters).

WHY STUDY JAPANESE?

Japan is the world's third largest economy and is the lingua franca in the Far East in trade and commerce. Many British schools do not offer this useful language. It is a subject that sets one apart from one's peers and has often been a point of discussion in Oxbridge interviews due to its rarity as an examined subject.



RUSSIAN

Edexcel GCSE, Syllabus 1RU0

COURSE CONTENT

The overall course content is based around five main topic areas: identity and culture; local area, holiday and travel; school; future aspirations, study and work; international and global dimensions. Grammatical structures are studied within these contexts and topic-related vocabulary is built up over the course. The course aims to develop boys' ability to communicate with Russian native speakers in both speech and writing, and to increase their awareness of the culture of Russian-speaking communities and countries.

Each of the language skills (speaking, listening, reading and writing) is formally tested at the end of the two-year course by externally assessed

examinations. All the examinations, oral and written, focus on the topics listed above. The speaking test requires boys to complete three tasks: to participate in a role-play exercise based on one topic drawn from the above list; to respond to a series of questions based on a picture stimulus relating to one of the topics; and to engage in two conversations, one of which is based on a topic chosen by the boy in advance of the assessment, with the other allocated by the examination board. The speaking test is conducted by the boy's language beak and the recording is submitted to the examination board for external marking. The listening test requires boys to respond to multiple-response and short-answer, open-response questions based on a recording featuring native speakers. In the reading test, boys are assessed on their understanding of written Russian across a range of different types of texts, including advertisements, emails, letters, articles and literary texts, and by answering multiple-response and short-answer questions. In the writing test, boys are assessed on their ability to communicate effectively through writing in Russian for different purposes and audiences. They are required to produce responses of varying lengths and types, expressing their ideas and opinions in Russian. The GCSE course leads well into the A-level, and those who achieve grades 9-7 at GCSE should find the transition easy.

During their preparation for the GCSE examination, boys are normally given an opportunity to participate in a trip to Moscow and St Petersburg which, in addition to sightseeing and other cultural activities, includes a day spent at a Russian school. Due to the current political situation, alternative trips to ex-Soviet republics (Estonia, Lithuania, Latvia, Georgia, Armenia) will be offered instead. Boys studying Russian can also join the Slavonic Cultural Society in order to enrich their studies of Russian with a wide range of cultural and language-based activities such as theatre, ballet and cinema outings, lectures, essay and poetry recital competitions and traditional meals. Boys who decide to study the language beyond GCSE level will also be offered support in organising work experience in Russia in the Sixth Form once the political situation allows for that.

WHY CHOOSE RUSSIAN?

Russian has always been a very useful language to know and, paradoxically, its usefulness will only increase as a result of recent political developments; it is the eighth most-spoken language in the world by number of native speakers and the fifth by total number of speakers. Unlike other European languages, Russian is only offered by a relatively small number of schools, affording it something of a unique status. As such, the ability to speak the language can significantly help those who have mastered it to gain entry to the best UK universities where, should a boy decide to study the language at degree level, he can combine it with either another foreign language or subjects such as History, Politics or Economics. At US universities, Russian can be combined with a wide range of subjects including Engineering, Technology or Business. For those following this path, Russian can be a great asset in an increasingly competitive job market, should they choose a career in business, politics, diplomacy or in the armed forces.



MUSIC

Edexcel GCSE, Syllabus 1MU0

COURSE CONTENT

This subject is suitable for any boy who enjoys making music and can play an instrument or sing to a reasonable standard. As part of the course, boys will learn to compose their own music and will learn about many styles of classical and popular music. Boys are assessed by coursework compositions and performances and by a final listening examination. The syllabus is based around four areas of study: instrumental music (including pieces by Bach and Beethoven); vocal music (including songs by Purcell and Queen); music for stage and screen (including music from *Wicked* and *Star Wars IV*); and fusion pieces influenced by African, Latin American and British folk styles. GCSE Music provides a solid foundation for the subject at A-level.

WHY CHOOSE MUSIC?

Boys enjoy this subject and it enhances and enriches their other musical experiences in whichever musical fields they excel. There are growing numbers of Harrovians going on to study Music or Music Technology at A-level and beyond. At both GCSE and A-level, Music is highly respected by admissions tutors at top universities.

CANDIDATE REQUIREMENTS

Any boy who enjoys performing and composing music will relish this course. At Harrow, we would expect boys to have achieved at least Grade 5 on their first instrument by the time they sit the GCSE papers. Many boys are well beyond this standard, thus making a grade 9 in the GCSE easily achievable. Some theory knowledge is desirable; most boys have usually achieved Grade 5 Theory before commencing the course. There are no prerequisites but any boy who is in doubt as to his suitability should speak to his Shell Music division Master.

“

At both GCSE and A-level, Music is highly respected by admissions tutors at top universities.”





PHYSICAL EDUCATION

OCR GCSE Physical Education, Syllabus J587

COURSE CONTENT

This GCSE in Physical Education will equip boys with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Boys will also gain an understanding of how physical activities benefit health, fitness and wellbeing.

The course aims to enable boys to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport, and to use this knowledge and understanding to improve performance;
- understand how the physiological and psychological state affects performance in physical activity and sport;
- perform effectively in different physical activities by developing skills and techniques, and by selecting and using tactics, strategies and compositional ideas;
- develop their ability to analyse and evaluate to improve performance in physical activity and sport;
- understand the contribution that physical activity and sport make to health, fitness and wellbeing; and
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

WHY CHOOSE PHYSICAL EDUCATION?

Sports Science and Physical Education have a huge impact on the world of sport at elite as well as at grassroots level. This GCSE course has a blend of the practical and the theoretical, and allows boys to demonstrate their sporting skill as well as to develop their knowledge of anatomy, physiology and the science behind sport. There are courses in Sports Science, Physical Education and Sport at good universities all over the world.

CANDIDATE REQUIREMENTS

Boys should have a passion for sport and the sciences.

COMPLEMENTARY COURSES

Physical Education combines well with Biology, Chemistry and Physics.



The course has a blend of practical and theory, and allows boys to demonstrate their sporting skill as well as to develop their knowledge of human anatomy and physiology.”

PHYSICS

Edexcel IGCSE, Syllabus 4PH1

COURSE CONTENT

Topics covered range from the traditional, such as mechanics and electricity, to the more cutting edge, such as astrophysics and particle physics. This course allows boys to develop an understanding of the fundamental concepts of the subject and will provide them with excellent preparation for A-level. Physical principles and laws are made accessible to boys by applying them to everyday situations and by practical demonstrations and class experiments. Boys have a plethora of practical experience but there is no coursework element.

WHY STUDY PHYSICS?

The course is challenging but stimulating and fun. Physics is unique among all academic disciplines at this level in that it extends boys' conceptual understanding and problem-solving skills in equal measure.

CANDIDATE REQUIREMENTS

The subject suits any boy with an enquiring mind and an interest in the world around them. Mathematics to a high level of competence is essential for pursuing Physics.

COMPLEMENTARY COURSES

Related subjects include Mathematics and Chemistry.





THEOLOGY & PHILOSOPHY

AQA GCSE, Religious Studies Specification A, Syllabus 8062

COURSE CONTENT

GCSE Religious Studies provides an opportunity to study beliefs, teachings and practices in addition to philosophy and applied ethics from Christian, Islamic and secular viewpoints. Topics covered include arguments for and against the existence of God, peace and conflict, crime and punishment, and human rights and social justice. In addition, there is a study of sources of wisdom and authority, founders of religions, rules for living, worship and places of worship.

WHY CHOOSE THEOLOGY & PHILOSOPHY?

In addition to receiving an excellent introduction to key philosophical and ethical issues, pupils will develop valuable analytical and evaluative skills that will be of tremendous use in other academic areas. Theology & Philosophy is a broad subject enabling access to many degree courses and preventing access to none, with good links with humanities subjects such as English, History and Law. In terms of careers, there is a plethora of options from law to medicine to marketing.

CANDIDATE REQUIREMENTS

The subject will suit any boy with a willingness to learn and an enquiring mind. It challenges boys' own ideas and helps them to see the ideas of others in a fresh light. It is academically stimulating and helps to develop analytical skills.

COMPLEMENTARY COURSES

Theology & Philosophy combines well with a broad range of other subjects at GCSE. Anyone considering studying the subject would benefit from reading *The God Delusion* by Richard Dawkins and *The Dawkins Delusion* by Alister McGrath, consulting Harvard University's free Justice course taught by Professor Michael Sandel, and regularly checking the Comment and Opinion sections of the *Daily Telegraph*, *The Times* or *The Guardian* to reflect on how ethical and philosophical discussions have continued relevance in our day-to-day life.



Theology & Philosophy is a broad subject, enabling access to many degree courses and preventing access to none.”

FREQUENTLY ASKED QUESTIONS

WHAT'S THE DIFFERENCE BETWEEN A GCSE AND AN IGCSE?

An IGCSE is an International General Certificate of Secondary Education, as opposed to a General Certificate of Secondary Education. IGCSEs are often offered by the same examination boards as GCSEs but, in certain subjects, we find them to be slightly more rigorous in content and structure, hence better preparation for Sixth Form studies.

WHY ARE SOME SUBJECTS COMPULSORY?

We consider certain subjects to be core subjects in the curriculum. This is in line with the National Curriculum and good practice at other independent schools. Compulsory subjects at (I)GCSE at Harrow include English, Mathematics and at least two sciences, along with at least one modern foreign language. All boys then choose, in consultation with their Tutor, House Master and relevant Heads of Subject, other optional subjects to ensure a rounded and balanced curriculum.

CAN BOYS TAKE A GCSE OR IGCSE EARLY?

We tend to discourage boys from taking examinations early. Instead, we stretch and extend boys beyond the syllabus, principally but not exclusively through the Super-Curriculum, and then do our best to ensure they are ready to sit their (I)GCSE examinations when they are more mature, at the end of the Fifth Form. Some boys who are native speakers in a language might, however, take the examination in this language early.

IF I DON'T TAKE A SUBJECT AT (I)GCSE, CAN I STILL TAKE IT AT A-LEVEL?

Almost without exception, it is a great advantage to study a subject at (I)GCSE if you also want to study it in the Sixth Form. If you wish to study a language for A-level, then you must select it now for (I)GCSE. There are some subjects that you may be allowed to take in the Sixth Form even if you have not studied them at (I)GCSE, but you will need to seek advice from the Head of Subject.







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