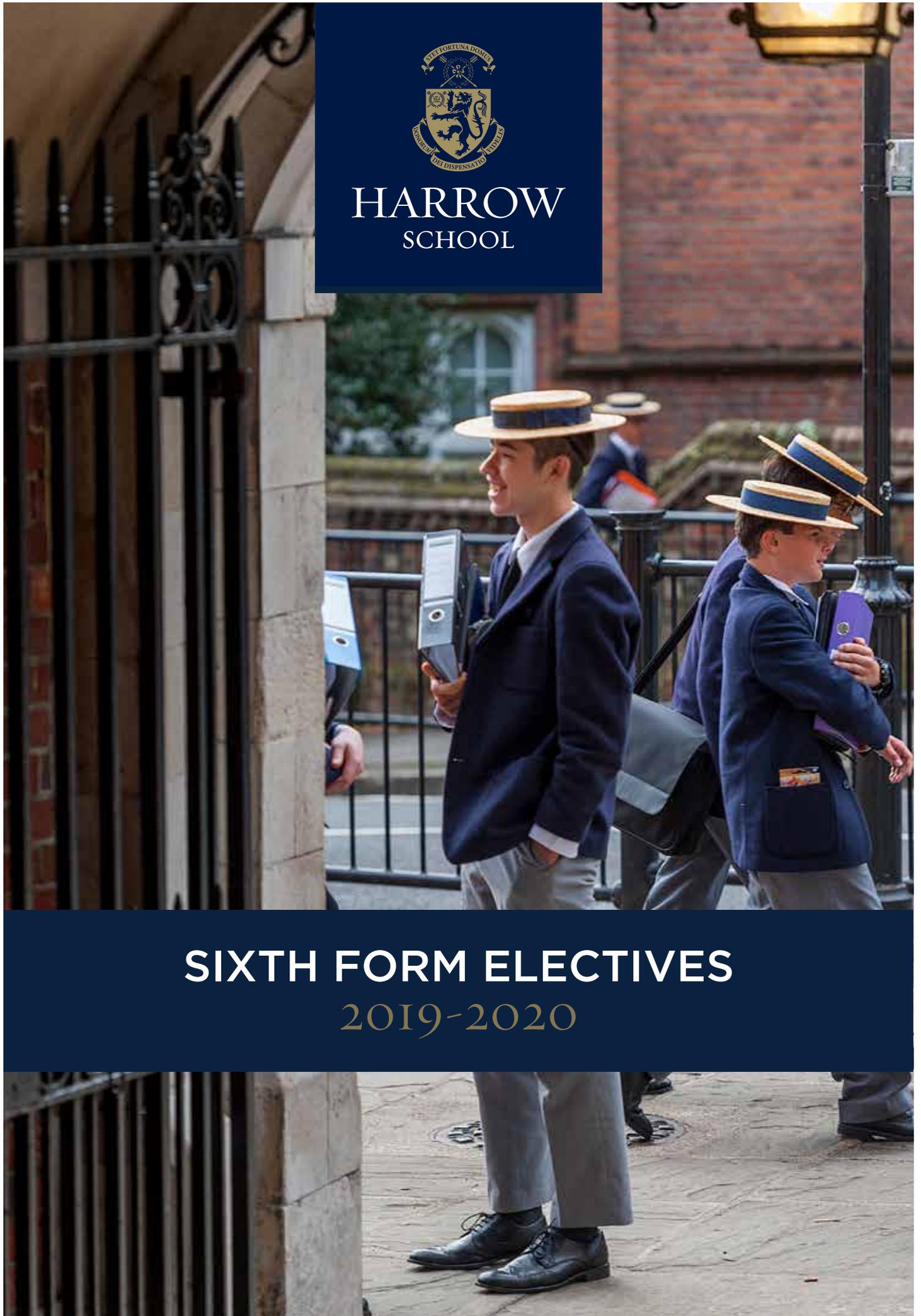
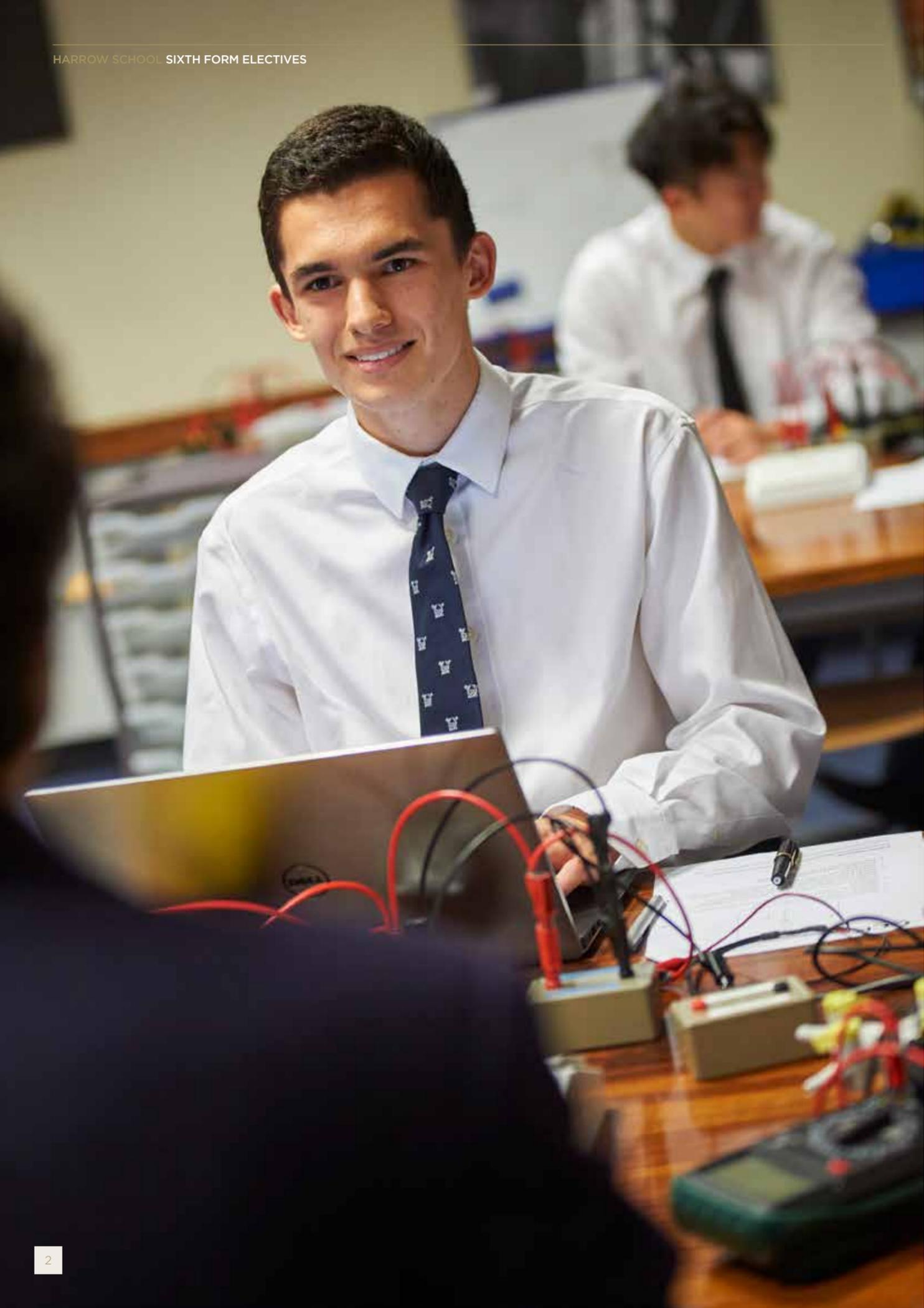




HARROW
SCHOOL

SIXTH FORM ELECTIVES
2019-2020





SIXTH FORM ELECTIVES

Electives are unexamined courses which masters elect to offer and which boys in turn choose to complement their examined subjects or to contrast with them. Electives may extend vertically beyond A level and Pre-U syllabuses or horizontally away from boys' examined areas of study. Most importantly, Electives offer boys an opportunity to explore areas of scholarship beyond the confines of any syllabus. They promote independent learning, extension work, lateral thinking and problem-solving skills. All Electives will be taught next year in six 40-minute periods per fortnight. There will be one prep per week, for which the target length will be 60 minutes.

All boys in the Lower Sixth will take Electives in the Autumn and Spring terms. Most of the courses are structured to last for one term but some of them will feature in boys' timetables for both the Autumn and the Spring terms.

Boys currently in the Fifth Form will be asked to choose their Electives by Friday 26 April, putting six of the courses in this booklet in order of preference. The demand for courses will then be balanced to ensure that as many boys as possible are assigned to their preferred Electives across the two terms.

Upper Sixth Electives will be taken only by boys taking three subjects to A level or Pre-U. Further Mathematics will count as a full A level for that purpose. Boys currently in the Lower Sixth will be required to make a final decision about their timetables for September by Saturday 22 June once they have received their Trials grades and UCAS forecast grades. They will, however, have to make a provisional decision by Saturday 18 May and to submit at that time their six Elective choices in order of preference, if they are going to drop one subject.

A J Chirnside
Director of Studies

ANGLO-SAXON, NORSE AND CELTIC (ADT)

Are you interested in Pictish stones, ancient languages, Harald Hardrada, Norse mythology, warriors and heroes, the Lindisfarne Gospels, Vikings, the Bayeux Tapestry, Old Norse sagas, saints, King Arthur, the Battle of Hastings, Beowulf, medieval coins, Offa's Dyke, the origins of the English language, King Alfred the Great, pagan gods and goddesses, Anglo-Saxon poetry, Tolkien, Celtic mythology, runes and rune-stones, Middle Earth or the Book of Kells? Then you might be interested in reading Anglo-Saxon, Norse and Celtic at Cambridge University. This Elective is an introduction to the world-renowned ASNaC course, which deals with the history, language, literature and material culture of the British Isles and Scandinavia in the early Middle Ages. It is open to anyone with an interest in the British early medieval period.

Upper Sixth

CONVERSION AND CATECHISM IN FOURTH-CENTURY JERUSALEM: THE HISTORY, SOCIOLOGY AND THEOLOGY OF BECOMING CHRISTIAN IN THE ANCIENT ROMAN WORLD

(SWB)

This Elective will provide an insight into the historical and theological issues surrounding the growth of Christianity in the fourth century, following the ascent to power of Constantine in 312, by using Jerusalem as

an entry point into the Late Roman world. In addition to examining the sociology, history and theology of the period, this Elective will also afford boys the opportunity to study a recent PhD thesis, examining first-hand the nature of higher academic research and primary text analysis, and improving their own essay-writing and research skills. This Elective will also provide focused and specific points of interest and reference for boys to draw upon in university interview settings. The Elective will be broken into four parts, covering in turn the fourth-century historical context, the sociology of conversion both now and in the past, one fourth-century catechism delivered by Cyril, Bishop of Jerusalem c.350, and finally the significance these findings hold for present historical study as well as contemporary church practice. Lessons will be structured along a university tutorial line, where the first lessons in a week provide context and instruction on a subject which is developed in an assigned reading. The remaining lessons will examine a short reading, assigned in advance, to be discussed and debated by the boys.

Upper Sixth

ENVIRONMENTAL ECONOMICS (AR)

This Elective will seek to build an in-depth knowledge of the most recent thinking in the field of environmental economics and prepare boys for the academic analysis needed to study the subject at university. Environmental economics is one of the fastest-growing fields in economics and the necessity to understand its principles and teachings is becoming increasingly clear in today's world. Over the last 15 years, economists

have built tools that enable us to place a monetary value on wildlife preservation, access to green spaces in cities and leisure activities and, more importantly, to develop policy advice that can be implemented by governments around the world. The course will involve the study of these tools and look at the emerging field of Payments for Ecosystem Services, which is being used to make the environment pay for its own improvements. Boys should be prepared to engage in difficult concepts and will be asked to develop their own economic tools which could be used to tackle current environmental problems.

Upper Sixth

IMAGINATION, CREATIVITY AND SUBVERSION: SEISMIC SHIFTS IN 20TH-CENTURY IDEOLOGIES

(LWH)

The 20th century saw an explosion of ideologies brought about through science, philosophy, art and literature. Underlying tensions and subsequent conflicts led to some of the most extraordinary and seminal cultural statements, which still resonate and send shockwaves to this day. This Elective aims to look at the flashpoint events which led to these moments in art, film and other vital aspects of visual culture. For historians, artists, mathematicians, philosophers, linguists and scientists, this Elective promises to stretch and challenge the conventions of received wisdom and extend boys' ability in the art of thinking sideways.

Upper Sixth

MENTAL SKILLS AND STRESS MANAGEMENT

(GBF)

Mediocre performance can often be traced back to a negative mindset, usually in the form of stress, anxiety and a lack of confidence. This Elective, using sport as a medium, will highlight the importance of mental skills in enhancing both sporting and academic performance. It will also enable boys to identify the onset of stress and the causal factors associated with it, and help them to develop coping strategies to reduce the impact of stress to improve both sporting and academic performance.

Upper Sixth

THE DILEMMA OF ART

(JESB)

The art world is a small, insular and unregulated industry that is run exclusively on reputation, relationships and trust. Should art be available to everyone? What happens to a national collection when a nation goes to war? How do studios work and how important is the hand of the artist? What is the place of minority groups in the establishment? Should the Elgin Marbles be returned to Greece? Looking through the lens of contemporary and historical case studies, this Elective will consider some of the ethics of the art world through boy-led discussions and debate.

Upper Sixth

THE HISTORY OF THE CITY OF LONDON AS A FINANCIAL CENTRE

(JPM)

Six centuries after the legendary Dick Whittington ventured there, the City of London remains the place where many people, including Harrovians, seek to make their fortunes. For over 300 years, the City has been the pre-eminent global financial centre. In the 18th century, it struggled for supremacy with Amsterdam and Paris; more recently, New York and Tokyo have attempted to usurp its crown, but it has consistently fought off competitors. The City's success has been completely against the odds: it had to rebuild itself after the Great Fire; avert catastrophe following financial crises such as the South Sea Bubble; finance Britain's First World War effort; weather worldwide economic collapse in the 1930s; rebuild itself again after the Blitz; deal with the decline of Britain as an economic and imperial power after the Second World War; and handle growing restrictions on international finance and trade imposed by successive governments since 1945. So, what is it that has allowed London to become and remain such an important financial centre over such a long period and what does the future hold in store? This is a good Elective for any boy interested in History, Politics, Economics, or a career in the City.

Upper Sixth

THE FIRST CRUSADE AND THE ORIGINS OF CRUSADING

(RP)

In 1095, Pope Urban II preached a holy war against the unbelievers who had destroyed the Christian churches in the Middle East. He told those who joined the war that their reward would be everlasting life in heaven. The response was extraordinary: tens of thousands of people, armed and non-combatants, set off from France, Germany and northern Europe on the pilgrimage to Jerusalem. Their aim was to free the Christian churches in the region from Muslim control. This course will investigate the origins of the idea of crusading by analysing (among other topics) the state of the medieval church and the role of Cluny, the Spanish Reconquista, conditions in western Europe in the late 11th century, and the key individuals and battles of the resulting First Crusade. A rich amount of contemporary evidence will be surveyed and scrutinised in order to gain a balanced understanding of this seismic historical event.

Upper Sixth

THE NOVEL: BEGINNINGS, DEVELOPMENTS AND FUTURES

(LSA)

The course will follow the development of the novel, exploring how it began, who reads it, and what it must do to survive. Starting with its development in the 18th century, and following its changes and reactions to literary, cultural, and social movements, we will read a wide range of extracts, right up to examples from today. From 18th-century questions of validity

and moral truth to 21st-century challenges of fighting against a screen culture, the course will move between literary and wider cultural studies.

Upper Sixth

WITCHES, WITCHCRAFT AND WITCH-HUNTS IN EARLY MODERN EUROPE

(DF)

Between 1450 and 1750, more than 100,000 people, three-quarters of them women, were prosecuted by secular and ecclesiastical courts in different parts of Europe for acts including murder, cannibalism, black magic and devil worship. Some 50,000 were executed, usually by being burnt at the stake. Why did these trials take place? Why did they suddenly proliferate at this particular time in European history? Why were more witches prosecuted in some countries than others? Who were the accused and who were their accusers, and why, after more than 200 years, did the trials eventually draw to an end? These are some of the key questions that this course will address. The focus is on the plurality of causes underlying the strange and terrible phenomenon of the witch-hunts, the growth of witch-beliefs in the late Middle Ages, changes in criminal procedure, the Protestant and Catholic Reformations, and a variety of social and economic tensions which all helped to make it possible. The course will also offer insights into the ways in which people in the early modern period framed their ideas about the creator and the created universe in terms of magic. This mental framework informed and moulded theology, philosophy, the law, medicine and the sciences, as well as offering practical help with the problems of daily life.

Upper Sixth

JAPANESE LITERATURE

(RMT)

This Elective will focus on the Japanese short story. It will begin by looking at the Japanese literary tradition and its base in the Chinese classics, its evolution into a literary genre in its own right, and its subsequent development throughout the Meiji Restoration to today. Various authors will be read and discussed such as Mori Ogai, Natsume Soseki, Tanizaki Junichiro, Yasunari Kawabata, Shusaku Endo, Yukio Mishima, Oe Kenzaburo and finally Kazuo Ishiguro (as a Japanese national who was educated entirely within the UK system). Themes covered will be cultural identity, the idea of 'self', hara-kiri (suicide by disembowelment), love and obsession, and civilisation. In contrast, we will compare the Japanese short story to other masters of this genre such as Chekhov, Flaubert, Turgenyev, Hans Christian Andersen and Maupassant.

Lower Sixth

EARLY MODERN FLORENCE: ART AND CAPITALISM

(JESB)

The city of Florence in the 15th century was the cradle of the Renaissance. But what actually is the Renaissance and how did this medieval city create

such geniuses as Donatello, Botticelli, Machiavelli, Leonardo da Vinci and Michelangelo? This Elective will consider the unique political and artistic circumstances, as well as the rapid change in the city's economic fortunes with the establishment of banking, which transformed this medieval backwater into a thriving intellectual centre. There will also be the potential to join a trip to the city during Expeditions Week in the Summer term.

Lower Sixth (Spring term only)

CRYPTIC CROSSWORDS

(JPBH)

The ultimate puzzles, requiring knowledge across a range of disciplines and a creative brain, cryptic crosswords are a stimulating mental challenge for everybody. They represent such a pinnacle of problem-solving that the *Daily Telegraph's* crossword was used to select codebreakers to work at Bletchley Park in the Second World War. This course should appeal particularly to boys interested in working with words and in thinking both logically and laterally.

Lower Sixth (Spring term only)

HOW ANIMALS COPE WITH LIVING

(MJMR)

This will be the latest evolution of this popular course which deals with the basic classification of Kingdom Animalia and the processes such as speciation and adaptation that have given rise to the wealth of diversity we see today in the animal world. There is a practical element to the course; full use is made of the specimens, live and dead, in the department.

Lower Sixth

(Spring term only)

INTRODUCTORY TO CLASSICAL GREEK PHILOSOPHY

(SMK)

Socrates, Plato and Aristotle are the greatest of Ancient Greek philosophers, and this Elective will examine some of the key elements in their thought. It will consider Socrates on human "virtue" or "excellence", the Socratic method and an example of it in Plato's *Euthyphro* as well as in his other works, including *Crito*. Boys will also read selections of the *Phaedo*, Plato's influential work on the soul, and dive into his most famous work, *The Republic*, and discuss what justice is, the just city-state, the philosopher king and his education, and the Forms and the Form of the Good. In the final weeks of the Elective, boys will study Aristotle and his various categories of things, his statements on logic, and the activities in the *Organon*. They will also read some passages on nature in Aristotle's *Physics*, on being and substance in the *Metaphysics* and, finally, on the 'good for man' – *eudaimonia* or 'wellbeing' – in the *Nicomachean Ethics*.

Lower Sixth (Autumn term only)

THE EVOLUTION OF HUMAN LANGUAGE

(HJ)

Language and our ability to learn it have long been upheld as our species' greatest achievements, marking us apart from other animals. But how did language come into existence and how do we acquire it? Is there such thing as a 'language instinct' and a 'gene for language'? How do languages develop, decline and die – and does language death even matter? These are some of the questions that will be investigated in this Elective and, by the end of the course, boys will have an understanding of theoretical linguistics through the study of the phonology, morphology and syntax of ancient and modern languages.

Lower Sixth

CLASSICAL ART AND ARCHITECTURE

(HRM)

In 1928, as they were searching for sponges, divers came across a 2m bronze statue deep in the water. This statue, now known as Zeus of Artemisium, is one of only eight surviving large Greek bronze statues. This Elective will look at other amazing archaeological discoveries in a 200-year period from 600 BC to 400 BC, focusing particularly on the remarkably short-lived Golden Age of Athens when incredible art was produced in the second half of the fifth century BC. The topics covered will obviously appeal to those studying any art-related subject, but no previous knowledge is required. Learning about Greek sculpture, vases and architecture will give boys a basis of art appreciation that will stick with them for life and give new meaning as they walk past buildings in cities and through museums, so pervasive is the influence of Greek art on Western civilisation.

Lower Sixth

DISCOVERING THE PAST: AN INTRODUCTION TO ARCHAEOLOGY

(JLM)

What do Lara Croft from *Tomb Raider*, Indiana Jones and Nathan Drake from *Uncharted* have in common? They are all archaeologists! Archaeology is the study of past human life and culture by the examination of material remains such as buildings, pottery, coinage and tools. By studying archaeology, one can learn about how people spent their lives, where they lived, what they wore and even what they ate. It opens a window into the past as we study the physical remains left behind by past generations. Over the course, we will explore the different methods of excavation, what happens before, during and after an excavation, and examine some of the greatest archaeological studies of all time.

Lower Sixth (Spring term only)

FORMULA 1 IN SCHOOLS

(DMD/RRM/TMK)

Working in small groups, boys will become Formula 1 teams, commissioned to design, construct and race the fastest Formula 1 prototype 'Car of the Future', powered by compressed-air cylinders, along a 40m track. Each boy will have a specific role in his team and will help build a business portfolio and sponsorship plan, design and analyse the car's performance and aerodynamics, and make and race the final design at a competition venue. Further information can be found at www.flinschools.co.uk.

Lower Sixth (maximum of 12) (two terms)

THE FUTURE OF ENTREPRENEURSHIP

(RRM/TMK)

This Elective is an ideal course for boys studying Design or Business and will help boys use their talents and tenacity to build a viable start-up. Boys will engage in innovative thinking that allows them to create successful businesses, products, systems and futures, challenging them to take a real start-up from idea to execution and impact.

Lower Sixth (maximum of ten) (two terms)

NATIONAL THEATRE NEW VIEWS PROGRAMME

(APC/ASM)

The Drama department is teaming up with the National Theatre to offer four to six aspiring writers a chance to develop their story-telling skills. Over the course of the two terms of this Elective, boys will generate scripts that will be submitted as part of the NT New Views Festival, in which schools from across the UK take part. One student, chosen from entries nationwide, will have the chance to see their play produced at the NT, and those who have their plays shortlisted will be able to attend rehearsed readings of their work.

Lower Sixth (maximum of six) (two terms)

CONFLICT AND SECURITY IN THE 21ST CENTURY

(EWS)

This Elective will give boys an insight into international relations, exploring how theory can be applied to real-world examples with a particular focus on the causes of war and conflict. This course will be particularly suited to anyone wishing to study Politics or related subjects and will be structured in university-style sessions, with an emphasis on independent research and collaborative group discussions. The course will be holistic in nature, looking at how the security sphere has developed in recent years to include threats such as cyberwarfare and terrorism and, by extension, at how different types of regime might respond.

Lower Sixth (Spring term only)

ENRICHED PHYSICS

(MTG/MR)

This Elective is aimed at boys who intend to study a physical science or engineering subject at a top university. It will consider several A level topics using full mathematical rigour, while also introducing extension topics such as special relativity and quantum mechanics. The latter will also pull on some of the concepts introduced in Chemistry, such as the nature of atomic orbitals, molecular spectroscopy and bonding in molecules. This is a highly mathematical Elective, including differential equations, vector calculus and complex numbers. The course is suitable only for boys taking Physics and Mathematics at A level.

Lower Sixth (two terms)

GENDER AND SEXUALITY STUDIES

(NGI)

This Elective aims to explore issues of gender and sexuality as central categories of analysis. It will show how gender studies is a discipline that comprises the cultural politics of feminism, gay studies and men studies, while underlining the relevance of these studies to the modern understanding of society. By looking at extracts from contemporary philosophers such as Michel Foucault, Adrienne Rich, Eve Kosofsky Sedgwick and Judith Butler, the lessons will discuss the cultural politics of gender studies as a possible methodological approach to analysing literature, art, cinema and politics. As most universities offer courses on gender studies as part of their path for degrees in humanities, this Elective is particularly useful for boys who intend to apply for any degree in the humanities.

Lower Sixth

HAPPINESS

(DMM)

This course will examine happiness from economic, philosophical, psychological, historical and practical perspectives. It will look at the literature and cultural wisdom from East to West, from Aristotle to Jesus Christ, Buddha and Spinoza. To enjoy this Elective, boys need to come with an open mind and a willingness to try to understand other ideas, as well as put forward their own. Each week, boys will read a chapter of *The Happiness Hypothesis* by Jonathan Haidt and will present and discuss their opinions. At the end of the Elective, boys will be asked to write a short academic-style paper on their view of what happiness is to them.

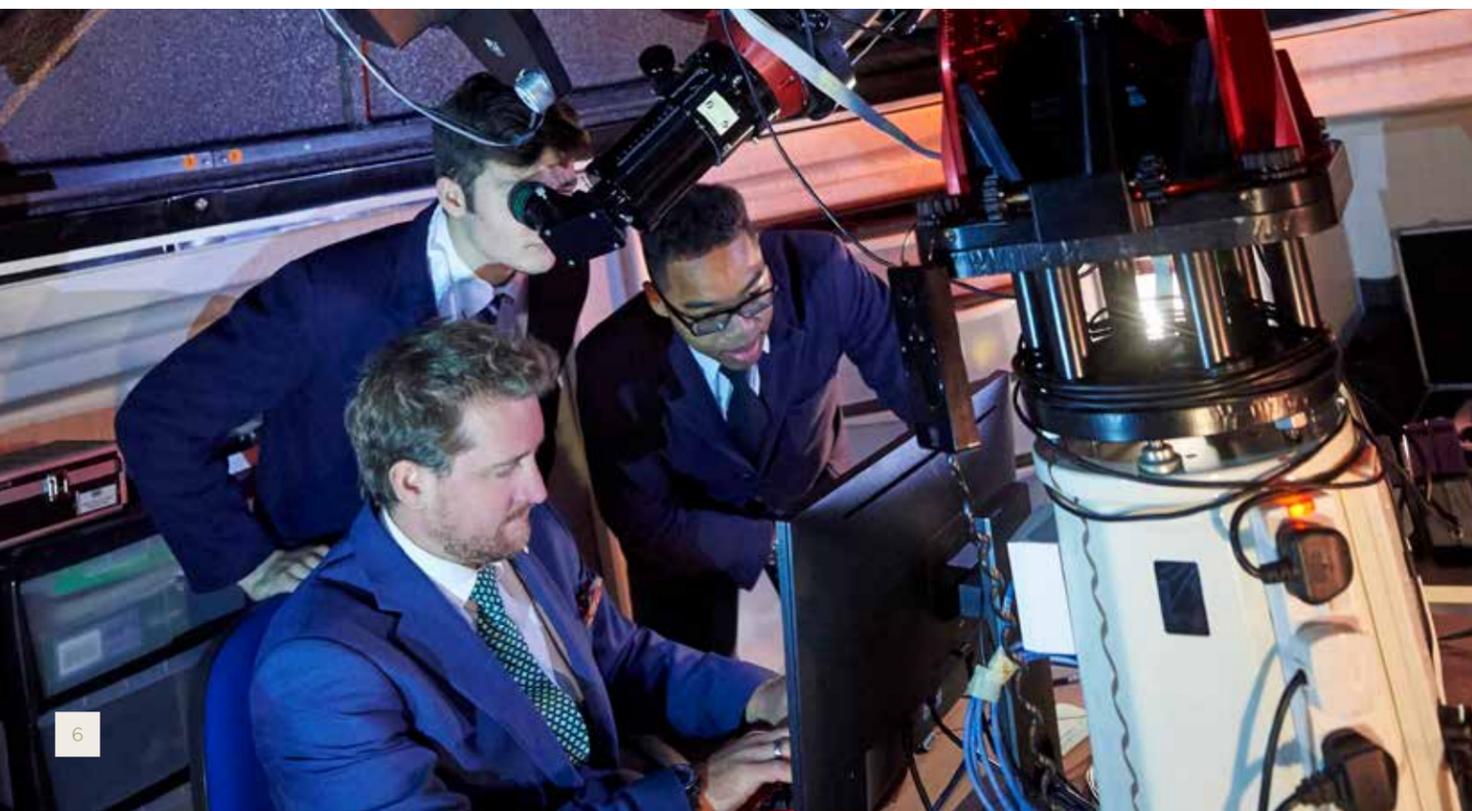
Lower Sixth (Autumn term only)

LEAD

(DMM)

In this Elective, small teams of boys will be challenged to find solutions to real-world business problems. Critical to success will be learning and developing the personal and leadership skills that are required in the real world. The Elective will be run in collaboration with the LEAD curriculum, which aims to bridge the gap from school to university and the workplace through the practical application of such skills. Boys must be willing to work with others and to be assessed critically by their peers. The business task will be set by an external business such as Lloyds TSB, IBM or Sky, with a final presentation at the end of the Elective to industry experts. Each group of boys will also have access to a mentor during the process and will be given workshops or masterclasses by professionals. This will be a highly challenging Elective, requiring real endeavour and a willingness to explore, improve and work collaboratively.

Lower Sixth (Spring term only)



100 YEARS OF SCIENCE FICTION: PREDICTING THE FUTURE AND CRITIQUING THE PRESENT

(SWB)

This Elective will examine the development of science fiction as a literary genre during the 20th century. Through a reading of four key works and several short stories, boys will engage not only with the literary merits of this genre but also with the ideas and social critiques that have underpinned the development of science fiction. Touching on the issues of robotics, artificial intelligence, philosophical anthropology, technology and environmentalism, this Elective should be of interest to boys inclined towards further study in English, Philosophy or technology. Authors studied will include Isaac Asimov, Phillip Dick, C S Lewis, Dan Simmons and Liu Cixin.

Lower Sixth (Spring term only)

THEORY AND PRACTICE OF LITERARY CRITICISM

(JDS)

Eight different schools of thought will be considered, including topics such as Saussurean linguistics, formalism, new criticism, structuralism, post-structuralism, psychoanalytic theory, feminism, queer theory and deconstructionism. Boys taking this Elective will look at the theory presented by each school of thought and run a tutorial-style discussion each week. The course will then consider the practical application of the theories to actual texts.

Lower Sixth (Spring term only)

THE GEOGRAPHY OF WINE

(SMS)

The aim of this Elective is to use the geography of wine as an exemplar to illustrate the interactions of physical and human processes in space and time. The cultivation of vines, along with the production and consumption of wine, will be considered in a geographical context through a focus on spatial variations in the relevant physical, socio-economic and cultural factors influencing the wine industry. Special emphasis will be placed on the physical and cultural dimensions of the concept of 'terroir', the impact of globalisation on wine production and marketing, and the likely future impact of climate change on the geography of viticulture.

Lower Sixth

THE GEOGRAPHY OF DISEASE

(ERC)

In this course we will examine physical and human factors that affect an individual's and a community's susceptibility to communicable and non-communicable diseases. The global nature of diseases will be considered in terms of their geographical spread and scale, together with international efforts to combat them. The implications of unequal access to drugs and information will be considered at a variety

of spatial scales. This course would suit any boy with an interest in geography, public health and medicine.

Lower Sixth

CULTURAL GEOGRAPHY AND ANTHROPOLOGY

(PSL)

Why are Tibetan monks setting themselves on fire? Is the world becoming ever more American, moving towards one global culture? How do we solve the problem of nurdles in our oceans? Why does disease flourish in Africa? Is collaborative consumption the solution to climate change, or does the secret lie with the Elder Brothers in the Sierra Madre? The study of Geography is intimately tied to the study of people, place, landscape and culture. Our collective actions shape the world and are, in turn, shaped by cultural paradigms that we may even be unaware of. This course will seek to enable boys to answer these questions and to develop awareness of some of the core issues arising from the study of cultural geography and anthropology, while also helping them access, assimilate and use a wide range of sources of information.

Lower Sixth

RURAL ISSUES

(SJH)

As an introduction, this Elective will look at a history of the evolution of rural settlement in Britain with an emphasis on the Saxons, the shape of rural settlements and the role of the enclosure acts of the 18th century. The second stage will examine how and why rural settlements changed during the 19th and 20th centuries, using evidence such as trade directories. In the third stage, we will look at how rural areas are perceived today by people and governments. With the changes to modern society, to what extent is there such a thing as a rural area today? Are there different degrees of rurality? What are the modern issues facing rural areas? Do rural areas matter? What future strategies are there and what are their merits?

Lower Sixth

APARTHEID ERA SOUTH AFRICA

(MJGD)

This Elective will be a conversation about what it was like living through the apartheid era in South Africa. Critical thought will be given to how people from both black and white ethnic communities were affected by the apartheid system. Specifically, this will include the economic sanctions and sporting boycotts imposed on South Africa by its trading and sporting partners. The use of business and sport as vehicles to empower people disadvantaged by the apartheid policy will also be discussed, taking into account BEE (black economic empowerment) and team quotas imposed on South African sports teams after the apartheid regime. The course will culminate in an account of Nelson Mandela's life, from prison to president.

Lower Sixth

HOLOCAUST AND GENOCIDE STUDIES

(MEPG)

In recent decades, controversy surrounding the Holocaust has greatly increased. How we define it, the role of Hitler in the evolution of policy and its legacy in the modern world are all questions where dispute is rife. Was the Holocaust unique? Are there lessons that can be learnt, and which should be taught? Can the Holocaust be compared with other genocides in, for instance, Cambodia, Rwanda or Darfur? While being grounded in historical enquiries into the past, this course will explore contemporary themes relating to religion, justice, international law, politics, culture and education. This is an ideal area for any boy interested in History, Politics, International Relations or Law.

Lower Sixth

A HISTORY OF MODERN POLITICAL THOUGHT

(DRW)

This course explores the ideas of some of the key political philosophers of the last 400 years, including many that are found on university Politics and International Relations courses: Thomas Hobbes, John Locke, Edmund Burke, Jean-Jacques Rousseau, John Stuart Mill, Karl Marx, Michael Oakeshott, John Rawls and Robert Nozick. In using these texts, boys will begin to develop an understanding of liberalism, socialism and conservatism, as well as being introduced to new directions in politics such as feminism, ecologism and multiculturalism. This is a good Elective for any boy interested in Politics or a related degree at university.

Lower Sixth

ALTERNATIVE MUSIC OF THE 1980S

(NDAK)

This course will begin with an analysis of the cultural significance of punk as an antidote to the smooth, over-produced sounds of disco with the have-a-go mentality that still resonates today. It will move on to assess the significance of the two-tone movement, locating it socially and politically as part of a critique of what was to become known as Thatcherism – best personified in the social realism of The Specials' *Ghost Town*. We shall also assess the relationship between the two-tone and skinhead movements, notably the fact that two-tone was overtly multi-cultural, but the skinhead movement cursed with an association with the ultra-right. We shall go on to explore the escapism of the new romantics, which coincided with the beginnings of economic recovery in the 1980s. We shall also look at the introspection of The Smiths and the genius wordsmith Morrissey. The dirge of goth, the rockabilly revivalism of the Stray Cats and Polecats, the psychobilly craze of the mid to late 80s and the ever-presence of heavy metal will all be appraised. Throughout, an effort will be made to link each genre to the socio-political climate of the time. The course will focus around analysis of the songs and videos of

the period as well as literature such as Nick Hornby's *31 Songs* and Stuart Maconie's *Peoples' Songs* as well as the 33 $\frac{1}{3}$ series of books. In addition to teacher-led activities, boys will be encouraged to complete their own research and to give presentations.

Lower Sixth

THE CREATION OF NORTHERN IRELAND AND THE TROUBLES

(RP)

This course will analyse the impact of partition following the creation of Northern Ireland as a separate legal entity on 3 May 1921. The course will start in 1920 with an in-depth look at the nuances of the Government of Ireland Act and how this dictated the division of Ireland into two distinct areas. However, the primary focus will be on the backlash to draconian measures imposed from Stormont in the 1960s. This will involve studying the civil rights movement and, in particular, the march in Londonderry on 5 October 1968, which proved to be the catalyst for the Troubles. The dispute over the constitutional status of Northern Ireland will be considered from both a Unionist and Republican point of view. This will include looking at the role played by moderate politicians as well as extremist dissident groups. The course will finish with the Good Friday Agreement of 10 April 1998, and the extent to which this marks the eradication of problems in the province will be debated.

Lower Sixth (Spring term only)

THE POETRY OF MICK IMLAH

(ADT)

This Elective will explore the work of one of the outstanding British poets of his time, whose early death in 2009 was, in the words of Alan Holinghurst, 'an incalculable loss to poetry'. Mick Imlah published only two collections of poems: *Birthmarks* in 1988, when he was 31, and *The Lost Leader* in 2008, when he had been diagnosed with motor neurone disease and knew he did not have long to live. What dazzles and thrills throughout the 30-year span of Imlah's work is his sheer inventiveness: a monologue by an aborted foetus, a 'Drinking Race' that becomes a descent into hell, an elegy for a rugby squad wiped out in the trenches, a journalist's visit to Lord Rosebery in his old age. These are poems of extraordinary ironic intelligence, huge erudition and, above all, truth to feeling.

Lower Sixth (Spring term only)

INTRODUCTION TO THE STUDY OF RELIGION

(MJG)

Why are some religions flourishing and others shrinking? What is the rationale behind religious violence? Is Churchill Songs a form of going to church? This Elective will introduce boys to the study of religion as an academic discipline. It will begin by contrasting three pioneering thinkers of the 19th and early 20th century – Max Weber, Emile Durkheim and

Karl Marx – examining how these thinkers have shaped the study of religion through their analysis of religious beliefs, behaviours and institutions. Using this as a baseline, this course will introduce boys to some of the thorniest issues in contemporary academic discussion, exploring, through a series of case studies and modern debates over secularisation, syncretism and the apparent resurgence of fundamentalism. This course will be suitable for any boy interested in religion, sociology or anthropology. No previous experience is required, only an inquisitive and open mind.

Lower Sixth

THE ARAB-ISRAELI CONFLICT

(JPM)

Since the creation of the State of Israel in 1948, the region has been the scene of a fierce power struggle, a situation which persists to this day. The conflict is essentially a contest between two peoples for one land. This course will consider the various claims to the land of the people who live in the region, the reasons for the establishment of Israel, and the ways in which Israel's existence has affected both Arabs and Jews living in the Middle East, especially in the Occupied Palestinian Territories. There will be some focus on the impact of the superpowers and the United Nations on the conflict, and the strategies used by both Israelis and Palestinians to ensure their survival. The course will then consider the obstacles to lasting peace in the region: borders and Israeli settlements; the return of Palestinian refugees; the rise of Hamas; the future status of Jerusalem; and the sharing of resources. Despite considerable effort since the 1990s, why has peace in the Middle East proved to be so elusive? This Elective will suit anyone with an interest in studying History, Politics, International Relations, Geography, Law or religious and social and human rights issues.

Lower Sixth (Spring term only)

THE FRENCH WOMEN WHO CHANGED FRANCE (AND THE WORLD)

(TLR)

This Elective will examine the influence of a number of French women whose contribution to French society has had a lasting impact. From Jeanne d'Arc to Edith Piaf, the course will explore the nature of their impact as well as the context in which they lived. Boys will develop a better understanding of these Giants of Old while confronting issues of sexism and prejudice.

Lower Sixth (Autumn term only)

UNDERSTANDING GERMANY

(HKJ)

Germany is the most powerful country in the European Union. Yet in the United Kingdom we have a limited understanding of what makes modern Germany tick (clue: not cuckoo clocks). Note that no knowledge of German is required for this Elective.

Lower Sixth (Spring term only)

MUSIC IN DIFFICULT TIMES

(DNW/PJE)

This Elective will explore the lives and works of composers who lived through periods of religious and political upheaval. Lessons will focus on Tudor England and the music of Thomas Tallis and William Byrd, as well as the plight of musicians such as Dimitri Shostakovich in Soviet Russia.

Lower Sixth

THE STRING FAMILY - HISTORY, EVOLUTION, PERFORMANCE PRACTICES, SCHOOLS, COMPOSERS

(DNB)

The course will trace the development of the string instruments from their origin to the present day. Boys will study the difficult art of making string instruments and the emergence of important schools of violin, viola, cello and double-bass making, including Cremona, Brescia and Mirecourt. The course will focus on specific composers and performers from the Baroque through to the Classical, the Romantic and the Modern era. Boys will discuss various styles of playing string instruments and concentrate on specific composers (Vivaldi, Mozart, Beethoven, Wagner, Stravinsky and Debussy) who were instrumental in pushing and developing, through the media of the orchestra and chamber music, string performances through the ages. This course will be accompanied by extensive listening to a variety of excerpts and examples designed to develop further the understanding and the aesthetic appreciation of this topic.

Lower Sixth

THE ART OF PROGRAMMING

(CMC)

We are surrounded by devices that compute and contain programmes written to perform all manner of tasks. From gaming consoles and smart phones to tablets and PCs, an understanding of how these devices operate is a valuable skill in an increasingly technological world. In this Elective, boys will learn the art of programming by writing their own games and software in Python, an international programming language. By the end of the course, boys will be programming graphics-driven games that include their own artificial intelligence. The course will conclude with an assessed project, where they will design and write their own game or application.

Lower Sixth

SUPER SYNTHESIS

(DH)

Organic synthesis is the key branch of chemistry which enables scientists to make and develop the molecules which fundamentally benefit society – whether those are materials that can harness the sun's energy, or pharmaceutical drugs that prevent or cure disease. In this Elective, boys will research and make new organic

HARROW SCHOOL SIXTH FORM ELECTIVES

molecules that may not have been made before through advanced synthetic methods. The course will focus specifically on derivatives of molecules that are used in solar cells, and antibiotic derivatives, sending these molecules on to research labs to test their properties. Boys will gain experience of research, improve their practical skills and advance their understanding of chemical reactions far beyond the scope of the A level. This course is aimed particularly at boys hoping to take Chemistry, Pharmacy, Medicine or Engineering at university, and it may allow boys to work towards a CREST award if successful.

Lower Sixth

SCIENCE AND RELIGION: CONTRADICTIONARY OR COMPLEMENTARY?

(JEP)

This Elective will review the relationship between these two aspects of epistemology over the centuries. Moving beyond the debate of recent years generated by the "New Atheists" (e.g. Richard Dawkins and Peter Atkins), the course will show that much scientific exploration was driven by "people of faith", including Galileo, Mendel, Newton and Faraday, as well as those with a faith background other than Christianity. Special consideration will be given to issues around the work of Charles Darwin before looking at the current state of the debate considering the work of Ian Barbour, Arthur Peacock, John Polkinghorne, Sallie McFague and Alister McGrath. This Elective will be of interest to anyone considering Philosophy, science (including Medicine) or Theology courses at university.

Lower Sixth

TEXT TRANSFORMATION: GENRE, FORM AND STYLE IN LITERATURE

(GLJ)

This Elective will explore how writers such as Shakespeare have taken myths, poetry and historical documents and transformed them into the literature we know today. The course will begin by looking at the language of literature, examining both original and transformed texts. The course will then move on to a practical, creative approach to a selection of works that boys will transform through shifting perspectives, altering forms and modifying genres.

Lower Sixth

WHAT MAKES YOU INDIVIDUAL?

Why are people the way they are? Where do interests and motivation come from? Through self-discovery and guided discussion, boys will learn about how humans develop both psychologically and physiologically to function in the ways that they do, but also, more importantly, what separates individuals from each other. Boys will discover what drives and motivates people to achieve and to develop their skills and talents in specific areas, why they are special as individuals, and how they can continue to improve their

performance and interest in all areas of life. Boys will discuss how personal physiological and psychological experiences shape each individual. They will also discuss the role of hormones and the structure and function of the brain in the development of personal thought processes and behaviours. Towards the end of the course, boys will understand and appreciate that other people's ideas and lifespan developments may not be the same as theirs, but can provide intriguing, different angles to be interpreted, absorbed and discussed, so contributing to their own further development.

Lower Sixth (Autumn term only)

DIET AND ITS EXTENDED EFFECT

(RAJF)

The effect of diet on performance is often questioned. But what about its effect on emotions, concentration, hormone production and behaviour? Diet is a key factor in the growth and development of our physiological and psychological states. The ingestion of food is a way of improving our wellbeing but, given the wrong education and the wrong choices, it can also be a major factor in our declining health. In this Elective, boys will learn about the global epidemic of obesity and the miscommunication to the public about what constitutes a healthy diet. They will learn about the power of marketing as companies strive to sell their products regardless of the ill effects their foods may be having on the population. This Elective will give boys a detailed knowledge of the need for all food groups in a balanced diet tailored to their personal goals. Boys will come to understand the role that each macronutrient has on their development and health, and how diet is a successful eating plan for life, not just for a short-term goal.

Lower Sixth (Spring term only)





HARROW SCHOOL

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