



CHRIST'S HOSPITAL

A life-changing educational opportunity

Founded by King Edward VI in 1552

SIXTH FORM ENTRY & COURSES



Contents

Sixth Form Entry to Christ's Hospital	03
The Sixth Form Curriculum	04
A Level Choice	05
International Baccalaureate (IB)	06
Archaeology	07
Art and Design	08
Biology	09
Chemistry	10
Design and Technology	11
Drama and Theatre Studies	12
Economics	13
English	14
Geography	15
History	16
History of Art	17
Latin	18
Mathematics	19
Modern Languages	20
Music and Music Technology	21
Philosophy	22
Physics	23
Sport and Physical Education	24
Careers and Higher Education	25

Subject sections contain information about both A Level and the IB courses.

Introduction by the Head Master



Christ's Hospital offers you special opportunities and an ideal environment to pursue A Level or IB studies and to prepare for university and careers. The range of subjects available for study and the flexibility with which they may be combined are important features. The variety of study facilities in libraries, IT rooms and in House, together with the superb teaching resources in all departments, ensure that you will have the best possible conditions in which to work fruitfully and enjoyably.

To enrol as a Deputy Grecian (Lower Sixth Form), you will normally need to have passed at least six GCSE subjects at A or A* grade. You will also need to have demonstrated appropriate study skills and a real desire to benefit from the opportunities in the Sixth Form at Christ's Hospital.

The purpose of this document is to help you to choose the most appropriate combination of subjects on the basis of full knowledge of their content, special requirements and relevance to your future.

It is important that the subjects you choose have some pattern to them, hanging together in a way which can lead you in a positive direction at the end of two years' study. Straightforward enjoyment of subjects is as important a criterion in making your choice as is the achievement of high grades in the past.

In the Sixth Form at Christ's Hospital, your teachers will guide your studies closely and will insist on high standards and adherence to deadlines. To an important extent though, you will be in a position to plan your own work and set your own targets. There will be considerable opportunity for private study, which is a decisive factor in A Level and IB success as well as in preparation for university life and your subsequent career.

Your time in the Sixth Form at Christ's Hospital will provide important opportunities for you to continue and expand your participation in activities beyond academic work. An involvement in sporting life will be expected and is valuable both for its intrinsic enjoyment and as a training ground for those personal qualities on which your success will depend. Much the same is true of the wide ranging chances you will have to benefit from the adventurous and cultural activities on offer through CCF, Scouts, Duke of Edinburgh's Award, dramatic productions, orchestras, choirs and other ensembles.

There are many openings in these fields and others for you to take positions of responsibility and to show initiative and develop leadership skills. Clearly, at the same time as offering you unrivalled facilities and wide-ranging opportunities, the School will expect from you a degree of responsibility, motivation and co-operation which befits your status and which is essential in the eyes of universities and employers. The Sixth Form experience at Christ's Hospital is a time of intense activity and growth in many areas and is intended both to be enjoyable and to promote those qualities and qualifications you will require in the future.

JOHN FRANKLIN
Head Master





Sixth Form Entry to Christ's Hospital

Selection for the traditional Sixth Form (Year 12) entry takes into account academic achievement and potential, the motivation to grasp energetically the opportunities which Christ's Hospital offers and the need and desire for boarding education.

Candidates should:

- Have predicted GCSE grades of A* or A in at least six subjects including those subjects they wish to take at AS/A2 or IB Higher Level or; where they are not offered at GCSE Level, subjects closely related to them. A Short Course GCSE does not replace a full GCSE as one of these grades.
- Have an enthusiasm for academic work.
- Exhibit a wish to be fully involved in the life of Christ's Hospital, perhaps with special interests or talents in music, drama or sport.
- Demonstrate an enthusiastic approach to the idea of a boarding school environment and its opportunities for independence and social interaction.

Special Educational Needs

Educational, physical, behavioural or other special needs do not preclude application for a place at Christ's Hospital. Each such candidate for entry will be individually considered to determine whether sufficient reasonable adjustments may be made by the School to enable them to thrive here.

Parents of children with special needs are advised to speak to the School about their child's requirements before making an application.

Parents are required to tell us in writing and provide copies of any relevant referrals and reports relating to their child's special requirements (eg medical reports, clinical or educational psychologists' reports etc) as part of the application process so that a proper assessment can be made.

Joining the Sixth Form at Christ's Hospital

There are around 270 Sixth Formers at Christ's Hospital. From the ages of 11–17, students live in Avenue Houses, moving to an Upper Sixth Form boarding house in Year 13, purpose-built for the needs of final year pupils.

Joining the school and a boarding house in the Sixth Form can be just as daunting for someone aged 16 as it can be for an 11 year old. The House teams do their best to make sure this transition is as easy as possible. One way is by linking new pupils with someone who has similar subject interests over the initial days and House parents make themselves very available to offer support.

For most of the timetable, pupils will be in lessons with some unsupervised study periods. Every afternoon, there is allocated time for the extensive co-curricular programme of sport, music and activities. Pupils can obtain a pass to visit Horsham one or two afternoons a week when they do not have activities.

Daily Routine

All pupils report to the tutor on duty by 8.15am and from there, they will be either in lessons or working in their study bedrooms or in a library. Upper Sixth Form pupils may have breakfast in their boarding house or go to school breakfast in Dining Hall.

Lunch in Dining Hall for seniors is at 1.20pm and tea is from 6pm – 6.50pm.

In the evening, there is Roll Call at 7pm (Monday-Friday) and at 8.00pm on Saturdays and 7.30pm on Sundays.

Prep takes place until 9.30pm (9.00pm for Lower Sixth) – this is the minimum that an Upper Sixth Form pupil is expected to do and they are encouraged to make good use of spare time on Sundays and study periods for work purposes.

To make an application

Complete the enclosed application form along with the sheet expressing a provisional interest in subject choices and return them both to:

The Admissions Office
Christ's Hospital
Horsham
West Sussex
RH13 0YP

Visit Christ's Hospital: Informal visits are possible in any term and we have Open Days (dates published on our website).

Tell your present school that you are thinking about entry to Christ's Hospital and we will ask for GCSE predictions and reports.

The Sixth Form Curriculum



From the 2010-2011 Academic Year, Christ's Hospital will be offering students the choice between International Baccalaureate (IB) or AS/A2 courses. IB is pursued over the two years of the Sixth Form in six academic subjects, three taken at Higher Level. AS Levels are taken ordinarily in four subjects at the end of the Deputy Grecians (Lower Sixth Year), three of these subjects being taken on to A2 Level at the end of the Grecians (Upper Sixth Year). More on the relative merits of IB and A Level can be found in the following pages.

Facts about AS and A2 Level examinations

- There are separate subject criteria for the AS (1st year) and A2 (2nd year) examinations.
- 1 x AS + 1 x A2 make an A Level in one subject.
- AS and A2 are usually weighted 50:50.
- An A Level normally consists of four units of assessment, two at AS and two at A2 (though see subject descriptions for exceptions).
- Assessments can include coursework.
- An A* grade at A Level requires average marks of 90%. Most Russell Group universities will require at least one A* grade as part of their standard offer.

Each pupil studies four AS subjects continuing with three of them as A2 subjects as his or her A Level 'package'. Occasionally, variations may be possible where, for example, a student studies fewer A2 subjects or a Grecian (Upper Sixth) takes more AS subjects if the revised combination of subjects can fit into the existing timetable structure. There are also optional courses for the Lower Sixth in the following: Politics, Spanish, Investment, Critical Thinking, Architectural Appreciation, Greek and Theology, during the afternoon programme. The time commitment is 1 hour to 1.5 hours per week. These are purely voluntary, but they run for a full year and pupils who choose them should realise that they are making a commitment to attend and participate for the whole of that time. Appropriate qualifications, for example, GCSE or AS may be taken at the end of these courses. You are asked to choose a total programme of A Levels and Voluntary Minority Studies which can be discussed with House staff, Tutors, Heads of Department and the Director of Studies.

Deputy Grecians (Lower Sixth) take part in a comprehensive Careers Programme during their first Sixth Form year. Grecians (Upper Sixth) enjoy a weekly 'Grecians Lecture', the content of which varies from politics to comedy and features visiting speakers including astronauts, musicians and historians.

AS/A2 Level subjects

- Archaeology**
- Art and Design**
- Biology**
- Chemistry**
- Design and Technology**
- Drama and Theatre Studies**
- Economics**
- English**
- French**
- Geography**
- German**
- History**
- History of Art**
- Latin**
- Mathematics**
- Further Mathematics***
- Music**
- Music Technology**
- Philosophy**
- Physics**
- Spanish**
- Sport and Physical Education**

** Further Mathematics automatically includes Mathematics as a sub-set.*

How can we help?

Members of staff:-

Mr SJ O'Boyle	Director of Studies
Mr IN Stannard	UCAS
Dr RW Stuart	Head of Sixth Form
Mr ARB Phillips	KS4 admin
Dr. AR Wines	Director of IB
Dr. JRJ Herbert	Head of Teaching and Learning

www.christs-hospital.org.uk





A Level Choice

A Levels provide an intellectual challenge that has long been known to the British public and one that has particular benefit for the students who, on entering the Sixth Form, already find themselves with the desire to specialise to a high degree and, indeed, for those who wish after GCSE to discontinue a particular branch of study.

Within the constraints of choosing four academic subjects, three of which you continue through two years of study, there really is no magic formula for the choosing of AS and A2 Levels.

In order to keep certain career paths open, some A Levels are essential or highly desirable. Some subject combinations are naturally supportive of each other: Alternatively, subject combinations demonstrate and bolster a splendid breadth of ability and interest which becomes highly employable. It is important to see the 'career map' as clearly as possible before setting off down a highway, a byway or a cul-de-sac. To embark upon the advanced study of any subject without the necessary academic ability is a futile exercise. Passes graded from A to E each have their own value as a stepping stone to Higher or Further Education. We can usually give guidance as to the level it would be reasonable to hope for and the subsequent available options open to that level of success. Equally important is the fact that a chosen subject should be genuinely enjoyed, whether it be because progress comes relatively easy, or because of the pleasure gained in striving to master what is difficult.

Nationally, about 35% of those aged 18-23 go on to higher education courses; at Christ's Hospital, about 95% take this route. It can be expensive, but in the longer term it is likely to prove a sound investment. Career earnings for graduates far outstrip those of non-graduates. The unemployment rate for graduates is half that for non-graduates. It may well prove harder to pursue a career without a degree unless one can prove that its absence is more than compensated for by exceptional personal characteristics. For those worried about the employment value of different degrees, it is worth noting that about 45% of graduate job opportunities are open to those with no specifically related degree. Its value as a personal experience must be assessed individually.

Most Arts degrees will expect a related A Level for subjects like History, English and French. For degrees such as Law and Psychology and those subjects not usually studied at school or A Level, it will be the quality of mind rather than the A Level subjects studied which will affect the likelihood of entry to the course. Inevitably, successful entry to such courses will be determined by success at A Levels. On the Science and Technology side, specific A Levels are more frequently demanded and for some degrees, their very title tells all. For most Engineering disciplines Maths and Physics will be sought, while Chemistry, followed closely by Biology and Mathematics, is the prime qualification for Medicine. A Maths A Level can be a requirement or it may be helpful in a range of degrees such as Business Management, where its absence will not prevent entry to these courses. Art is the main requirement for Architecture. Studying Maths or Science A Levels does not confine you to studying similar degrees any more than specific Arts A Levels would. For example, neither Media nor Business Studies require a relevant A Level.

If you have a natural facility with number or languages you need to have a good reason to neglect it. Similarly, those gifted in the creative arts will want to consider whether and how they want to use this ability.

Choosing A Levels can be fascinating or daunting depending on your viewpoint, but ability and enjoyment will remain paramount criteria.

SEAN O'BOYLE
Director of Studies

The International Baccalaureate Diploma Programme



The IB combines academic rigour and breadth, requiring pupils to study six broadly different academic subjects for a full two-year duration. The Diploma Programme embraces reflection as well as action and, in addition to the academic disciplines that they study, pupils complete a course in Theory of Knowledge (TOK), write an extended research essay and engage in a range of creative, physical and service (CAS) activities. The IB by its very nature offers a holistic approach to education that explores the interconnections between different fields of study and endeavour, acknowledging that the final educational product is much greater than the sum of its component parts.

The IB Diploma Programme is founded on the belief that creativity occurs when people who have mastered two or more quite different fields use the framework in one to think afresh about another. In so doing it is very much in tune with the demands of a rapidly changing, interconnected, globalised world. Employers are looking for applicants with the broad range of experiences and strong lateral thinking skills that the IB cultivates. The IB has a very international perspective. Pupils must master a foreign language and the study of the humanities encourages pupils to compare similar developments across several different national and cultural contexts. Similarly, service activities may take place locally but often focus on international issues and challenges.

Although the IB Diploma Programme may not be as familiar to you as A Levels, the IB curriculum is well established. First introduced in 1968, the Diploma Programme is now over forty years old. 2,183 schools now offer the Diploma Programme worldwide with hundreds more joining each year. Within the UK, over 218 state, private, boarding and day schools offer the IB Diploma and the qualification is recognised and well regarded by UK universities. Ninety admissions tutors in May 2009 selected the IB Diploma as being the best 16+ qualification for preparation for university study.

The educational attainments associated with the IB are, of course, not acquired easily and, in selecting their programme of Sixth Form study, pupils need to weigh carefully the benefits of the IB against its challenges. Some pupils may be more suited to the concentration on a few subject areas that A Levels afford. However, those interested in a balanced Sixth Form curriculum that cultivates an open mind, develops tolerance, encourages reflection as well as action, demands risk-taking and inculcates excellent time management skills are strongly encouraged to consider the IB Diploma Programme.

Structure of the International Baccalaureate Diploma Programme

In the IB Diploma Programme pupils study six subjects for two years. All of the examinations for these subjects take place at the end of the second year of study.

The subjects are chosen from the following groups but not all combinations may be possible because of timetable constraints:

Group One (Language A1): Study of Literature

Group Two (Second Language): 'Working' knowledge of a Foreign Language: German, French, Spanish (ab initio) and Latin

Group Three (Individuals and Societies): Humanities – Geography, History or Economics

Group Four (Experimental Sciences): Biology, Physics, Chemistry or Design Technology

Group Five (Mathematics and Computer Science): Mathematics or Mathematical Studies

Group Six (The Arts): Visual Arts; Drama or another subject selected from Groups Two – Four

Pupils will take the six subjects concurrently, three at Higher Level (HL) and three at Standard Level (SL). In general the distinction between taking a subject at Higher Level and a subject at Standard Level is that Higher Level study covers a greater amount of subject content. However, Standard Level subjects are as conceptually demanding as Higher Level subjects and should not be equated with AS modules.

The Diploma core involves Theory of Knowledge (TOK), the extended essay and Creativity, Action, Service (CAS).

Theory of Knowledge is taught approximately one hour a week discretely. It is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience that pupils have gained from the six subject groups and from their activities outside the classroom. It is assessed by a chosen presentation and a 1,500 word essay.

The compulsory extended essay enables each pupil to investigate in depth a topic that is of particular interest to them. This aspect of the IB Diploma inculcates in pupils the kind of independent research and writing skills demanded by universities. This component is assessed by a 4,000 word essay.

Creativity, Action, Service responds to the IB's conviction that action and reflection are necessary and complementary activities. It requires creativity in the arts, physical exertion and unpaid, voluntary service. 150 hours of participation are required and the focus is as much on what pupils discover about themselves and the world around them and the spirit in which they undertake the component activities as it is about the level of proficiency that they attain.

The Pre-IB

Christ's Hospital welcomes overseas students in Year 11 wishing to attend a Pre-IB course with the option to continue for a further two years in the Sixth Form studying the IB Diploma.

ANDREW WINES

IB Coordinator



Archaeology



Kan Balam trod gingerly on each slippery step of the descent into the underworld. Below him swirled smoke in the darkness and the acrid, metallic tang of fresh blood hung in the thick atmosphere of his father's tomb. His chest heaved with the effort and the heavy jade pectoral and earflares swung against him as the sinuous form of the Vision Serpent accompanied him into 'Xibalba'. He stepped carefully over the five sacrificed prisoners whose blood made the stone passage slick with the fluid of life – the sacred blood of the Kul Ahau. Before him lay Pacal's sarcophagus which later generations would demean by describing as a 'spaceman' at the controls of his craft. In reality it told the story of the greatest of Maya kings, his fall into the underworld and his rebirth as the Maize God. On emerging from the tomb Kan Balam (Sky Jaguar) stood before his people clad only in a white loincloth...

Do you want to know the rest of the story?

Do you want to study the Egyptians at first hand in Egypt?

Have you found the ancient world exciting and leaving you wanting to know more?

Archaeology and Anthropology form the spine of a fascinating study which takes in a huge range of enquiry: from Early Man in Africa through hunting reindeer in France in the last Ice Age; the enigma of the origin of the creativity that makes our species special; to the rise of farming and civilisation in Mesopotamia or modern Iraq.

AS Modules

At AS, this specification will introduce candidates to the world of archaeology and archaeologists. Through the medium of Religion and Ritual, candidates can develop their understanding of archaeological processes.

Unit 1: The Archaeology of Religion and Ritual

Written Paper; 1 hour 15 minutes. 40% of total AS marks, 20% of total A Level marks.

Candidates will study one of three cultures for Sections B and C:

- Prehistoric Europe – 30,000BC to AD43
- Ancient Egypt – 3,000BC to 50BC
- Roman Europe – 753BC to AD410

Section A: The Terminology of Religion and Ritual: three compulsory short questions not specific to chosen culture.

Section B: Religion and Ritual of Prescribed Sites: one compulsory short essay question, based on their choice of culture.

Section C: Religion and Ritual in Cultural Context: two questions on their chosen culture, from a choice of four per culture.

Available January and June.

Subject Content

- Belief systems and activities related to such beliefs
- Mortuary practices and their related structures
- Religious beliefs and ritual practices
- Ritual locations and specific structures

Unit 2: Archaeological Skills and Methods

Written Paper; 1 hour 45 minutes. 60% of total AS marks, 30% of total A Level marks.

Section A: 6-8 questions, based on previously unseen source material.

Section B: One essay question from a choice of three.

Available June.

Subject Content

- Discovering and recording sites and landscapes.
- Archaeological excavation: the rationale for excavation, processes of excavation, on-site recovery of artefacts and recording techniques.
- Post-excavation dating and site interpretation.

A2 Modules

At A2, the specification provides opportunities for critical thinking and independent study. Candidates will consider further key themes in world archaeology, including a focus on contemporary archaeological issues, and will undertake an archaeological investigation.

Unit 3: World Archaeology

Written Paper; 2 hours. 30% of total A Level marks.

Section A: Themes in World Archaeology
Three themes are set:

- Theme 1: People and society in the past
- Theme 2: Sites and people in the landscape
- Theme 3: Economics and material culture

Candidates answer two questions, each from a different theme, from a choice of three per theme.

Section B: Contemporary issues in World Archaeology. One essay question from a choice of four.

Available June.

Subject Content

- Three generic themes in world archaeology: people and society in the past; sites and people in the landscape; economics and material culture.
- Contemporary issues in world archaeology such as cultural resource management, archaeology and identity and archaeology and evolution.

Unit 4: Archaeology Investigation

Coursework: 20% of total A Level marks. Personal Study, word limit: 3,500 to 4,000. Teacher-marked, externally moderated.

Available June.

Subject Content

Tests the candidate's ability to undertake investigation and enquiry by:

- Acquiring, selecting and organising relevant knowledge.
- Using and understanding appropriate skills in the analysis of archaeological questions.
- Evaluating material and reaching appropriate conclusions.

Art & Design



The Department

The Art Department's philosophy and aims provide a structure which is both intellectual and practical. Learning takes place in a multiplicity of ways and the department's aim is for pupils to experience as many disparate working practices as possible during the course. Fostering artistic and experimental growth, we present pupils with problem solving situations that challenge perceptions and create opportunities to discover how to make sense of a small, but important, part of their lives. Our fluid philosophy is influenced by exam boards, a changing staff and pupil body, as well as a shifting cultural climate and we believe that evolution is integral to a healthy, dynamic and successful Art Department.

Courses

Cambridge International Level 3 Pre-U Certificate in Art & Design

This is a linear course that requires the candidates to be enrolled for a full two years of study. This enables time for the pupils to have more in-depth experience, allowing greater maturity to be established in their work with the possible potential of realising higher UMS marks. The highest mark is a Distinction 1 which is the equivalent of an A** and greater than 145 UCAS Tariff Points. The course is comprised of three components which can be realised at any stage during the two years (eight periods/weeks and two prep sessions).

Portfolio

The portfolio is a collection of work representing a candidate's study which is mainly undertaken in the first year of study. The course enables the pupils to work across the complete range of disciplines and they are actively encouraged to vary their mediums and dimensions in the exploration of the theme. Internally assessed, externally moderated - 30%.

Evaluative Study

Individual to each candidate, this comprises a 3,500 word study representing their in-depth exploration of a theme which has to be submitted to CIE for approval in advance of being written. Internally assessed, externally moderated - 30%.

Project

The focus of the project should be the development of sustained pieces of studio practice based on one of the starting points set by CIE. Five different stimuli are offered under each of the following headings: Manufactured; The Natural World; Culture, Issues and Ideas, of which the candidate selects one as a catalyst for work. Externally assessed - 40%.

Assessment Objectives

Assessment is judged in accordance with the CIE's AO's which have slightly different weightings in each component:

- AO1. Recording
- AO2. Experimentation
- AO3. Developing, Exploring, Understanding of Sources
- AO4. Response and Connecting

International Baccalaureate Diploma

Programme

The IB Visual Art course has an integrated relationship between Studio Work and Investigation Workbooks that can be studied at either Higher or Standard Level. We offer Option A of the course which concentrates on Studio Practice (60%) with Investigation Workbooks (40%) in support. Pupils are encouraged to work across the complete range of disciplines, developing and refining through sustained contextual and critical investigation, both visual and written. The course comprises 240hrs of practical work time (144hrs Studio Work and 96hrs Investigation Workbook).

Studio Work

Students are introduced to concepts and techniques through the exploration of media, the development of artistic qualities in visual art; the study of relationships between form, meaning and content; the study of social and cultural functions in art and the evaluation of their own work and the work of others, whilst understanding the artistic process from the generation of initial ideas through to the completion of a final studio work. The student prepares an exhibition which is externally assessed following an interview with the student - 60%.

Investigation Workbooks

The workbooks are a contextual, visual and critical investigation that should function as working documents and support the student's independent studio practice. They are an opportunity for reflection and discovery, playing a key role in allowing ideas to take shape and grow. Internally assessed and externally moderated - 40%.

Assessment Objectives

- Analyse contextually the function, meaning and artistic qualities of art.
- Develop independent ideas explaining the connections between these and the work of others.
- Explore ideas through integrated contextual study.
- Develop a close relationship between the investigation and the creative process in the studio work.
- Produce relevant works of art that reveal evidence of exploration of ideas that reflect cultural awareness.
- Demonstrate technical competence and artistic qualities that challenge personal boundaries.

Edexcel AS Level Unendorsed Art & Design 8030

This is a one year modular course and it follows the same educational ethos and principles that we offer for Pre-U and the Diploma but over one year in two distinct modules. (eight periods/weeks and two prep sessions).

Coursework

Each pupil is furnished with a conceptual starting point and ideas are developed via journals, incorporating a variety of disciplines in the development of their projects. Emphasis is placed on an individual response and placing their work in context with the work of others, which naturally leads to a diverse range of outcomes. Internally assessed, externally moderated - 60%.

Externally Set Assignment

As above but with an externally set theme, culminating in an eight hour timed test. Internally assessed, externally moderated - 40%.

Assessment & Modules

- AO1. Develop, Sustain, Focus, Understand
- AO2. Experiment, Select, Review, Refine
- AO3. Record, Observe, Reflect
- AO4. Present, Respond, Realise, Connect

Facilities & Resources

The Art Department provides excellent facilities on three floors of a purpose built building. There are four full-time members of staff and an Artist-in-Residence, offering a variety of skills, processes and techniques in Painting and Drawing, Printmaking, Sculpture, Ceramics, Textiles and Photography as well as computer suite for CGI. There is also an extensive Art History reference library. Each year we hold Artist's Lectures and Exhibitions and every other year we arrange a study trip to New York.

Entry Requirements

A good grade at GCSE is required. At the time of application the candidate will be asked to provide evidence of their potential. Following this, selected candidates will be interviewed with their portfolio of artwork by departmental staff.

Further Education

It is highly recommended that those seeking to take a degree in Art & Design should first take a Foundation Course which is designed to be diagnostic and aids the student in the selection of the correct Degree course for them. It should also be noted that many Architecture courses now require a portfolio of work at interview and like pupils to have studied Art at A Level or equivalent.

Career Opportunities

Although very competitive, working in the creative industries is a dynamic and wide ranging career choice with many exciting opportunities available from being a fine artist to design and craft which includes Graphic Design, Illustration, Advertising, Fashion, Product Design, Architecture and Spatial Design, Games Design and Film.

Biology



The Biology Department offers the opportunity to study Biology beyond GCSE level by either following the A Level or IB Diploma Programme courses. Both of these courses offer a deeper understanding of biological concepts and both have their strengths. The courses are suitable for those who wish to undertake a Biology based (or linked) course at university or those who simply find Biology fascinating and so wish to study the subject to a higher level for their own interest. The choice of course will depend entirely on candidates' strengths, interests and ambitions. Whichever course is chosen, candidates will find that, during their Biology course, they will be undertaking a good deal of practical and investigative work which will give them the opportunity to learn through experience as well as using ICT and more traditional sources of information.

A Level Course Content

The current AQA Biology AS and A2 specifications have been updated and restructured to present essential biological principles in contexts that are up to date and that students find interesting. There are two theory units and one practical (coursework) unit in both the AS and A2 years. The A Level course would suit those who have very definite ideas about following a course at university that is essentially science based and so wish to specialise in science at an early stage per annum.

AS Modules

Unit 1: Biology and Disease

The physiology of the human digestive and gas exchange systems is explored to help understand the basic principles of enzyme theory, cell structure and transport in cells. A study of the diseases of the digestive and gas exchange organs will help to further illustrate the functions of these organs. The defensive functions of blood and the role of the heart in blood circulation are also considered.

Unit 2: The Variety of Living Organisms

The variety found in different organisms is examined by looking at the influence of DNA over biochemistry, cellular organisation and adaptations to specific environmental conditions. The importance of taxonomy and the recent use of genetics to clarify relationships will be studied. There will be an ecological element to this unit when the biodiversity of habitats is considered.

Unit 3: Investigative and Practical Skills

This unit is composed of an Externally Marked Practical Assignment (EMPA), which is worth 20% of the AS course and 10% of the total A2 marks. In the EMPA the candidate will undertake practical work and collect relevant data in an appropriate table, process the data to draw a graph and complete a written test.

A2 Modules

Unit 4: Populations and Environment

Candidates will have the opportunity to carry out practical work to investigate populations and ecosystems. They will study the biochemistry of photosynthesis and respiration and the processes involved in the recycling of elements in order to understand the flow of energy and materials within ecosystems. The role of genes and selection pressures in the process of speciation will be considered in detail.

Unit 5: Control in Cells and in Organisms

The control and coordination of multicellular organisms will be studied with special reference to the role of the nervous system and the homeostatic processes involved in temperature regulation and control of blood glucose concentration. The role of DNA in protein synthesis, cloning, gene therapy and genetic fingerprinting are also examined.

Unit 6: Investigative and Practical Skills

This unit is composed of an Externally Marked Practical Assignment (EMPA), which is worth 10% of the A2 course. In the EMPA the candidate will undertake practical work and collect relevant data, process the data using statistics and complete a written test.

IB Biology Diploma Programme

The Biology Department will be offering both Standard and Higher Level Biology as one of the Group 4 Experimental Science options within the Diploma Programme. Both Standard and Higher Levels undertake a common core syllabus, a common internal assessment scheme and have some overlapping elements in the options studied. Students at Higher Level are required to study additional topics and to study extension material of a more demanding nature in the common options. IB Diploma Biology would suit candidates who wish to follow a broader curriculum and who do not wish to close off avenues of study beyond the pure sciences, preferring to pursue their interests and show their strengths in a wider range of disciplines. All exams take place at the end of the two year course for both Standard and Higher Level.

Core Concepts (Standard and Higher Level candidates)

Candidates undertaking both Standard and Higher Level Diploma Biology will study essential core concepts including: the structure and function of prokaryotic and eukaryotic cells, the structure and role of biological molecules, genetics, ecology, evolution and human health and physiology.

Higher Level candidates

Candidates undertaking Higher Level Diploma Biology will study the following topics in addition to or in greater depth than those found in the core: the structure of DNA and its role in protein synthesis, the biochemistry of cell respiration and photosynthesis, plant structure and function, the genetics of dihybrid and polygenic inheritance, human health and physiology.

Options

Each academic year of the course has an optional topic that is studied in addition to those covered as part of the SL and HL schemes. These are likely to be either: neurobiology and behaviour (at SL and HL), further human physiology (HL only) or ecology and conservation (SL and HL).

Practical Assessment

Practical assessment is an ongoing process, in which the practical work undertaken within the normal lesson time will be marked to the criteria set out by the IB. This will assess the candidate's ability to design investigations, collect and process data and make conclusions and evaluations. The best of these marks will then be submitted to contribute marks to the Biology part of the Diploma as a whole.

Chemistry



A Level

Chemistry holds the central place within the sciences. It forms natural partnerships with Physics and Biology as well as with Mathematics. There are also strong links with Geography through the Chemistry of the atmosphere, oceans and rocks. Archaeological techniques can also rely on Chemistry.

At Christ's Hospital, we use the Salters' scheme, in which Chemistry is approached through context. You follow a storyline that develops an everyday application of Chemistry from which the relevant theory and practical work emerges. Pupils find the course stimulating, as they learn about important chemical problems and their possible solutions. Examples are global warming, designer drugs, conducting polymers and the chemistry of art.

Practical work is important and makes a considerable contribution to the assessment. There is a four week Individual Investigation in the A2 year: Chemistry A Level is demanding; it requires the skill of memorising as well as understanding concepts. The practical aspect improves planning, manipulative and observational skills. There is also a mathematical aspect, although GCSE maths is sufficient.

Students are expected to work hard from the start of the course but quickly gain satisfaction not only from increasing their knowledge of an interesting subject, but also from knowing that they are improving their skills in many areas. Chemistry is a well respected A Level and is seen as an advantage for many degree courses.

Modules

AS

F331 Chemistry for Life
F332 Chemistry of Natural Resources
F333 Chemistry in Practice

A2

F334 Chemistry in Materials
F335 Chemistry by Design
F336 Individual Investigation

IB Chemistry (Higher Level only)

The chemistry IB course aims to cover a wide variety of chemical ideas. Over the two years, pupils should be challenged with topics that encompass organic, inorganic and physical chemistry concepts. The inclusion of a variety of option blocks will also allow students to focus further on areas of particular interest.

The course encourages learners to develop their natural curiosity as they explore a wide variety of concepts. They will need to use their thinking skills to apply their knowledge to new and complex situations and will also work towards the effective communication of their ideas with others, both written and orally. They will need to learn to work independently as well as with others and will need to be active learners if they are to link together the concepts as the course progresses. Practical work encourages the pupils to question and challenge their ideas and is investigative where possible.

Links with Theory of Knowledge are included throughout the course and the discussion of how many current scientific theories have evolved will show the importance of a variety of approaches. The students will use both inductive and deductive reasoning and, at times, a great deal of imagination will be required.

The international element is also inherent to the scientific process. Global issues (such as global warming) provide opportunities to show how a global approach is often required.

Over the two years, a minimum of 60 hours will be used for practical work. Assessment will include both internal tests and examinations as well as the three written papers at the end of the course.

Facilities

Chemistry A Level is taught in a suite of five recently refurbished laboratories in the Salters' School of Chemistry. All laboratories have separate practical and theoretical work areas.

Resources

The labs are well equipped for both A Level and IB. There are excellent course materials and we also provide text books and revision guides. Students are provided with an overview of each year and a weekly plan clearly setting out the practical tasks, problems and preps.

Career Opportunities

Chemistry is needed by chemists and chemists are needed in many areas such as:

- Petrochemicals
- Agrochemicals
- Material Science
- Pharmaceuticals
- Brewing
- Cosmetics
- Forensic Science

Chemistry is vital for medicine, dentistry, veterinary science and environmental science. Also, because of the skills of numeracy, problem solving and observation that Chemistry A Level gives you, it is also useful for law, accountancy and the Civil Service.

Design and Technology



The Doyle School of Design Technology

"Creativity requires the courage to let go of certainties."
Erich Fromm (psychologist)

"Necessity is the mother of invention, it is true. . . . but its father is creativity and knowledge the midwife."
Original source uncertain

The Design Technology Department is an energetic and vibrant place to work and study. You will find the staff enthusiastic, knowledgeable and very helpful. They give freely of their time outside lessons to provide you with every opportunity to excel.

You will find that the skills you will gain are of immense value in specific university degrees such as Engineering, Industrial Design and Architecture, but also in many other areas. Our core ambition is that you leave the department as highly skilled and creative problem solvers, who can apply an enormous range of technical expertise and design techniques to generating solutions to both material and purely theoretical problems.

Facilities and Resources

The Doyle School of Design Technology is a very well equipped department. Facilities consist of a thoroughly modern IT studio, a graphics studio with further IT facilities, four workshops, a foundry, a design studio and a CAD/CAM studio. The CAD/CAM studio is state-of-the-art and includes a 3D printer, a CNC router and a CNC laser. The department boasts excellent software including DTP and multiple CAD platforms.

The department supports pupil A Level and IB project costs up to £30 per pupil per annum.

International Baccalaureate

Overview

Design and Technology is a group four subject and is offered at both Higher and Standard Level.

SL is suitable for all; you need not have any previous experience of the subject.

HL requires a background in a Design and Technology discipline at GCSE: Graphics, Product Design, Resistant Materials, Systems and Control, Electronic Products or Textiles.

Who does it suit?

You are likely to have an interest and enthusiasm for the physical world around you and a desire to understand many of the issues that underpin the successes, failures and challenges of our global society.

You will be the type of person who thrives on a challenge and who is capable of both independent action and contributing to group tasks.

You will develop skills not accessible in any other subject.

- A fluent technical understanding of how designers and engineers make decisions is essential if you are to be more than just a consumer of products. It will let you see the world in a way few people appreciate and this can give you a real edge in many walks of life.
- You will develop advanced problem solving and analytical skills.
- Computer Aided Design, Design Software and electronic data manipulation and analysis techniques play significant roles in our global society. You will spend time developing these skills.
- Your practical skills will develop considerably. This subject will empower you to do things for yourself rather than having to rely on others.

IB Design and Technology – Content and Structure

There is a coursework component in both SL and HL. The main part of this involves a large self-directed project, spread over two terms, in which you investigate a need and design, engineer, manufacture and test a solution. There are also a number of smaller projects/tasks called IA's (Internal Assessments). These are a mix of short practical tasks and practical laboratory experiments.

Theory work is very wide ranging. Some key areas at SL and HL are in Design Techniques, Material Science and Green Design.

At HL additional example areas are Structural Engineering, Mechanical Engineering and Energy.

There is also an option and this will be in Computer Aided Design and Manufacture.

AQA Product Design

Owing to the structure and requirements of the AQA course and, following the introduction of new specifications for this subject, it is entirely suitable for candidates who have a desire to pursue a

Graphic Design route, a Product Design route or a Resistant Materials route (creative design and practical manufacturing).

The Course

Candidates acquire a general understanding of the role of the designer in contemporary society and an appreciation that successful design is an integrated whole – a product of judgment, knowledge and skill. This specification is designed to encourage the candidate to develop a broad view of design and technology. They must develop the capacity to design and make products, as well as appreciate the complex relations between design, materials, manufacture and marketing. AS coursework consists of a number of projects that focus on different areas of Product Design. There will be an analytical project, a highly creative project and a more extensive design and manufacture project. A2 Major projects will be at the discretion of the candidate.

AS Outline

Unit 1

- Developing an understanding of the physical and mechanical properties in a broad range of materials and components
- Environmental sustainability of products and their manufacture
- Methods by which materials are converted into manufactured products
- Health and safety issues related to materials and manufacture
- CAD and CAM
- Ergonomics and anthropometrics
- The life cycle of a product

Written Paper – two hours. 50% of AS, 25% of total A Level.

Unit 2

Coursework. This will consist of a portfolio of work generated through three projects. Approx 50 hours. 50% of AS, 25% of total A Level.

A2 Outline

Unit 3

- Classifying, identifying and comparing materials and their application to product manufacture.
- Health and Safety as an element of design activity.
- Examination of alternative designs and redesigning existing products.
- Use of natural resources, conservation and recycling.
- Understanding the use of CAM in production
- Moral, economic and social responsibilities of the designer.

Written Paper – Two hours. 25% of total A Level.

Unit 4

Coursework. Candidates submit evidence of a single, substantial designing and making activity with possible projects being in the fields of architectural design, product design, graphic design or resistant materials. Approx 60 hours. 25% of total A Level.

Drama and Theatre Studies



The Department

The Department offers both A Level and IB and is well established, with a good library and excellent stocks of costumes and stage props. Christ's Hospital benefits from what is one of the most sophisticated and visually pleasing theatres in the UK. This fully flexible, technically advanced 500-seat courtyard theatre is the nerve centre of the Drama Department. We also have an intimate performance/rehearsal space in the Octagon Theatre as well as academic classroom space.

The A Level Course

Christ's Hospital teaches the Edexcel AS/ A2 Drama and Theatre Studies course. All similar courses are now standardised and on an equal footing but we feel that Edexcel gives the greatest opportunity for performance.

The course layout requires the students to complete a total of four units. These are split into two areas, academic and performance. The content of each unit over the two year course is detailed below.

Modules

Unit 1: Exploration of Drama and Theatre

This unit requires students to explore two contrasting play texts, chosen by the centre, in a practical and active way. At least one of the plays must be explored in the light of a recognised theatre practitioner. A set of Exploration Notes based on individual research and response to the practical work to a maximum of 3,500 words must also be submitted. Students are also required to experience a live theatre performance and submit an evaluation to a maximum of 1,500 words. All elements of this unit are internally assessed and externally moderated. 60 marks

Unit 2: Theatre Text in Performance

This unit contains two elements. It requires students to contribute to a performance of a professionally published play by a known writer. Additionally, students must offer either a monologue or duologue from a different play to that offered in the first section. Students may offer either acting or a design form. These may be different in each of the two sections of the unit. Students must also provide a rationale of their interpretation of their chosen roles or designs. This unit will be assessed by a visiting examiner. 80 marks

Unit 3: Exploration of Dramatic Performance

This unit requires students to create an original and unique piece of theatre. Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience. They are also required to complete a written evaluation of both the process and performance of their work. This unit will be internally assessed and externally moderated. 60 marks.

Unit 4: Theatre Text in Context

This unit takes the form of a two and a half hour written paper. There are three sections to the paper: In Section A and B one play should be studied and explored from the point of view of a director from a choice of three set texts. It will be expected that students will explore the play in both an academic and a practical way. In Section C a selection must be made of one from a choice of three historic periods of theatre history. The choice must be different from the period represented by the chosen set text in Sections A and B. A live performance of a play from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions of the play. This unit will be externally set and assessed. 80 marks

Theatre IB at Christ's Hospital

Drama and Theatre Studies Department will offer the IB Theatre course taught side by side with the established Edexcel AS/A2 Courses. The IB Theatre course involves a wide-ranging study of many aspects of theatre including theorists like Stanislavski, Brecht and Artaud world theatre traditions like Noh, Kathakali and Commedia dell'Arte and practical skills such as set design, directing and scriptwriting.

Facilities & Resources

The Arts are important at Christ's Hospital and very much in the public domain. With upwards of thirty performances in any year, at the school, on tour and for a range of functions from the Lord Mayor's Show to pageants and plays for the London Livery Companies, we are always busy and creative. The Theatre also receives a professional visiting programme, tailored to students needs. There are two full-time drama teachers, a full-time technician, a part-time box office manager and one or two actors-in-residence.

Career Opportunities

We have an excellent record of students going on to a wide range of performance training, especially in the technical, design and stage management fields. There are many training and career outcomes enhanced by Drama and Theatre Studies and, of course, it is highly fulfilling in itself.

Economics



Economics is a stimulating course for the student who wishes to make informed judgments on the important issues of the day. This year those who study economics will learn how to make judgments using economic theory and analysis on topics such as: whether or not the UK should adopt the Euro; if the EU should have been enlarged to include Romania and Bulgaria and whether further enlargement is desirable; what are the causes and implications of the Global Financial Crisis?

Other issues addressed are: is the country facing a transport crisis and if so, are present policies going to solve the crisis or just make everyone worse off? Why British consumers pay the highest prices in Europe for their cars? Why the British economy has fared better than those in mainland Europe and if that will continue? Does the rise of China represent a threat or an opportunity for the British economy? Is the cost of reducing CO₂ emissions worth the benefits and, if they are, what is the best way to implement policies to reduce them? How successful has the Bank of England been in controlling inflation?

As Economics is not encountered below Sixth Form, there are some widely held misconceptions about it. The most frequently held is that Economics is a mathematical subject (see also Career Opportunities). At A Level it is not and anybody capable of entering the Sixth Form at CH will have the numerical skills needed to cope with the course. What is required is an enquiring mind and a willingness to take an interest in current affairs.

Economics is not the same as Business Studies and does not attempt to give candidates practical training for a business career. Instead, it provides students with the analytical and thinking tools they need to tackle the new questions they will face in life.

AS Modules

Unit 1: Markets, Market Failure and Government Intervention

This module looks at how the world allocates its scarce resources between those who compete to use them by demand and supply and the prices that result. However, this system leads to a misallocation of resources, such as pollution when there is nobody to stop it. The provision of health and education services and poverty in some sections of society are matters of government policy.

Unit 2: The National and International Economy

The operation of the economy on a national scale is concerned with total output of goods and services, unemployment, inflation and international trade. These are issues that affect the welfare of the whole economy and are the subject of government macroeconomic policy. The module develops a model of how the UK economy works and analyses the effectiveness of alternative policies to cure the problems faced by the UK.

A2 Modules

A2 Economics is about applying economics to real world situations. It uses the economic theory from AS level to explain why particular problems have occurred and how they can be solved.

Unit 3: Transport Economics

The economy relies on being able to move people and goods quickly and cheaply. The growth of the world economy is based on our ability to produce large quantities in one place and trade. This ability is now threatened by the overloading of our transport systems and the dangers of global warming. This module looks at the complex issues that affect transport and the policies we might adopt to prevent gridlock and the consequent decline in living standards.

Unit 4: Global Economics

This module takes a broad view of the world and its problems and applies the techniques of economic analysis to the problems and their potential solutions. From the domestic problems of poverty and unemployment, to the issues of the single European currency and EU membership and then to the problems of developing economies. The issues raised by the rapid globalisation of the world economy is central to this unit and so this module tackles the issues that matter in the world today.

IB Economics

The fundamental content of IB Economics is the economic theory as described above. At both Standard Level and Higher Level the economics of scarcity, demand and supply and market failure are taught as in Unit 1 of A Level. In a similar way the theory of how the national economy works and the nature of international trade is covered as in Unit 2.

Economic theory is applied in the context of Development Economics. Why less developed countries are poor and what can be done to improve their situation is the core of this section. Again, globalisation forms a key part of the analysis of the current situation in LDCs.

Economics is offered at both Higher and Standard Level with the groups taught separately. The main difference between the two is depth rather than content. At Higher Level there is more detailed analysis of taxation, how firms operate and international trade.

As with all Economics, students need to take account of current affairs across the world. The days when a country could pursue independent economic policies have long gone.

Career Opportunities

Economics is considered to be an analytical subject and is therefore thought of highly by universities and employers alike. Economics is accepted by all UK universities in any combination. However, to study economics at some universities it is necessary also to study Mathematics. In the real world a knowledge of economics allows you to be an informed and educated voter. It also stimulates an interest in and understanding of current affairs. No major issue of the day does not have an economic aspect and so an economic solution. At degree level, Economics prepares students for far more than just a career as a professional economist.

Many Economics graduates are recruited to the City financial institutions and many more to FTSE 350 companies as their analytical skills are highly prized. Economics is also seen as ideal preparation to those entering the legal profession via the Law conversion course.

Applicants are strongly advised to visit the department blog at www.christshospitaleconomics.blogspot.com. The department prospectus can be downloaded here.

English



The English Department offers a wide range of courses at Sixth Form Level. Students wishing to pursue an AS/A2 course study the AQA 'B' English Literature specification. Students working towards the International Baccalaureate diploma can study either English: Literature (Higher or Standard Level) or English: Language and Literature (Standard Level only). Whichever course students join, they can expect a wide-ranging, lively and engaged experience of rigorous study.

The teaching of all our courses reflects the literary nature of the department and reflects the culture of wide reading that exists throughout the school. Students wishing to join our courses should expect to achieve at least one A grade in their GCSE English studies. Just as importantly they should be able to give a positive answer to the following questions: Do I see reading as an integral part of my daily life? Do I enjoy defending and arguing for my own opinions about books? Do I enjoy independent research and study? Do I enjoy writing in an engaged, creative and structured way about form, structure and language? Do I have an interest in both my own culture and that of other people, times and places?

Students joining any of our courses can expect lively classes in which discussion is crucial, but they can also enjoy experiences which go well beyond structured lessons in the classroom. Students of English Literature should expect to be taken to the theatre, be part of seminar groups, develop an interest in other art forms, interact with visiting lecturers and writers from outside the school and expand their interest of the subject into creative as well as analytical expression of their understanding of the works they study.

The Courses

AS/A2 - AQA English Literature Specification B

This course is for those with a genuine love of and high ability at reading and writing about literature from a wide array of periods. The course's key objective is to inspire a profound and wide ranging understanding of literary texts from different periods of literary history through close reading of literary texts and through activities which develop an understanding of how these texts are the product of the times and cultures from which they have emerged.

Unit 1 (30% of A Level)

Aspects of Narrative

This module comprises the study of two novels (one written post-1990) and the work of two poets, leading to an open book written paper:

Unit 2 (20% of A Level)

Dramatic Genres

Students study two drama texts (one by Shakespeare). Assessment is by coursework comprising two pieces, each of 1,200-1,500 words, one of which may be a 'creative' piece inspired by the works studied.

Unit 3 (30% of A Level)

Texts and Genres

This unit involves the study of three texts. These come from a range of historical periods from 1,300 to the present but are linked by a common theme. Assessment is by written examination.

Unit 4 (20% of A Level)

Further and Independent Reading

This coursework module requires the study of at least three texts, including an anthology of critical material. The coursework for this unit is comprised of a comparative essay focusing on two texts (1,500-2,000 words) and a shorter piece demonstrating the application of the critical material to a text.

IB Diploma – English A: Literature

In our English A: Literature course at both HL and SL we hope to encourage in our students responses to literature which are fresh and personal in nature. Texts covered will display a respectful awareness of the traditional canon of English literature, but also reflect an interest in literature from other cultures and traditions. Our IB students will be expected to display flexible and sophisticated expression of the highest order, both on paper and in oral work.

Part 1 Literature in Translation

In this module students will make a detailed study of two (SL) or three works (HL) of international literature, which are linked by genre. 1,500 word essay is demanded by the syllabus.

Part 2 Detailed Study

A study of two (SL) or three (HL) works chosen from the canon of classic English texts and featuring at least two different genres.

Part 3 Genres

A study of two (SL) or three (HL) drama texts reflecting a range of periods and styles.

Part 4 Options

For this unit students study two (SL) or three (HL) texts linked by a theme of the teacher's choosing.

A variety of internal and external assessments are an essential component of the IB course. Students will be prepared for papers entitled Literary Analysis and Literary Essay. They will also prepare a coursework paper of 1,200–1,500 words. IB assessment programmes also include significant oral work including presentations, interviews and commentaries.

IB Diploma – English A: Language and Literature

This course, which is offered at Standard Level only, offers an integrated programme for those who wish to pursue some further study of the English language alongside units of literary analysis. On the literary side students will develop skills of analysis and contextual understanding. In the language units students will explore a variety of non-literary texts with a view to understanding the nature of language and its relationship with the social world.

Part 1 Language In Cultural Context

Students will explore a wide range of non-literary texts in order to understand how language develops in specific contexts and how it impacts on the world. Topics covered might include language and gender; language and communities, language and translation and language taboos.

Part 2 Language and Mass Communication

In this section students will explore the way language is used in the media. Topics might include the language of stereotypes, language and popular culture, language and media institutions and persuasive language.

Part 3 Literature - Texts and Contexts

In this module students will make a literary study of two texts, one of which is translated from another language. They will consider particularly the cultural context from which their texts have emerged.

Part 4 Literature - Critical Study

Two literary texts are studied in a traditional way, with a view to developing skills of close analytical reading.

Once again the IB demands a variety of internal and external assessments. Students undertaking this course will be prepared for papers entitled Textual Analysis and Literary Essay. They will complete one coursework piece of 1,000 words and undertake various assessed oral activities.

Facilities and Resources

The department is proud to have an outstanding body of highly experienced teachers (including published authors and poets) who have specialties in a wide range of literary forms and periods. The department is housed on a single floor of one of the main teaching blocks and can boast a suite of wirelessly networked, internet ready laptops. The department works closely with the librarian to ensure that there is a fresh and relevant collection of both fictional and critical material.

Career Opportunities

It is not without good reason that English is the most competitive subject in which to gain a university place – the subject is highly attractive to employers as an indicator of a highly cultured, intellectually rigorous, readily analytical and articulate student. The study of English is readily applicable to any arts and humanities discipline and has seen students go on to careers as diverse as academic research, teaching, journalism and broadcasting, diplomacy, advertising and public relations, politics and the law.

Geography



With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, Geography is one of the most relevant courses you can choose to study. Geography is dynamic in nature, examining the real world and the interactions between the human and physical environments over time and space. The department aims to encourage global and international understanding and awareness, particularly through the widespread use of a broad range of current and relevant case studies. Geography also provides a link between the social and natural sciences, examining concepts from a range of sources and directions.

The department aims to provide students with knowledge and transferable skills that will set them apart as highly desirable and employable candidates. The department makes much use of ICT and the value of field-work and outside education in general is central to the philosophy of the department.

A Level

The OCR A Level specification aims to encourage students to:

- Develop and apply their understanding of geographical concepts and processes to understand and interpret our changing world
- Develop their awareness of the complexity of interactions within and between societies, economies, cultures and environments at scales from local to global
- Develop as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives
- Develop critical and reflective thinking and appreciate the importance of attitudes and values in decision making

Modules

AS Level

AS Level provides an issue and skills-based course in physical and human geography promoting critical thinking, decision making and an investigative approach.

Unit F761: Managing Physical Environments (50% of AS course)

- River environments
- Coastal environments
- Cold environments
- Hot arid/semi-arid environments

Unit F762: Managing Change in Human Environments (50% of AS course)

- Managing urban change
- Managing rural change
 - The energy issue
 - The growth of tourism

A2 Level

A2 Level enables students to think critically and synoptically by drawing connections from different aspects of the subject and involves problem-solving and decision making when evaluating issues at greater depth.

Unit F763: Global Issues (60% of A2 course)

- Environmental issues:
 - Earth hazards, Climatic hazards.
- Economic issues:
 - Population and resources globalisation, development and inequalities.

Unit F764: Geographical Skills (40% of A2 course)

Assessment

At AS students answer a series of data response questions. At A2 candidates answer both issue-based and essay-style questions. Also, students are required to answer two extended-writing questions on skills and techniques used in geographical research, based upon fieldwork experience. There is no coursework.

IB

The specific aims are:

- To develop an understanding of the interrelationships between people, places, spaces and the environment.
- To develop a concern for human welfare and the quality of the environment and a need for planning and sustainable management.
- To appreciate the relevance of Geography in analysing contemporary issues and challenges and develop a global perspective of diversity and change.

Modules

For both Standard and Higher Level, the four common core themes will be covered:

- Populations in transition
- Disparities in wealth and development
- Patterns in environmental quality and sustainability
- Patterns in resource consumption

For Standard Level, the two optional themes to be studied are:

- Freshwater - issues and conflicts
- The geography of food and health

Higher Level students will additionally study:

- Hazards and disasters - risk assessment and response

Higher Level students also cover the extension topics

- Measuring global interactions
- Changing space- the shrinking world
- Economic interactions and flows
- Environmental change
- Socio-cultural exchanges
- Political outcomes
- Global interactions at the local level

Assessment

Standard Level

At Standard Level, 75% of the course assessment will be external. Paper one (40%) includes short answer questions as well as one extended response question. Paper two (35%) includes two structured questions on the optional units.

Standard Level students must also complete the internal assessment, a written fieldwork report up to 2,500 words in length. This is worth 25% of the final mark (30 marks)

Higher Level

At Higher Level 80% of the course assessment will be external. Paper one (25%) includes short answer questions as well as one extended response question. Paper two (35%) includes three structured questions on the optional units. Paper three (20%) involves answering one of three essay questions based around the Higher Level extension content.

Higher Level students must also complete the internal assessment, a written fieldwork report up to 2,500 words in length. This is worth 20% of the final mark (30 marks).

Fieldwork

All students attend field courses and study visits to a variety of locations within the UK. Both Standard Level and Higher Level IB students will attend a fieldtrip course in the Easter of their first year of study, which will then lead to a written fieldwork report based on a core/optional topic studied. A Level students will also attend this trip, but do not complete coursework. There is the possibility of an overseas expedition; recent overseas expeditions have taken geographers to France, Italy, Iceland and Morocco.

Career Opportunities

Geography combines well with most disciplines, as it provides a link between the social and natural sciences. It can often work well as a fourth option alongside a more specialised selection. For Science or BSc Geography courses, Geography combines well with Chemistry, Biology, Mathematics, Economics, Archaeology or Design & Technology. For Arts or BA Geography courses, Geography combines well with English, History and Modern Languages.

Geographical training has wide application, and geographers work in almost every field of employment. Employers seek a mixture of skills, qualifications and experience when they recruit. Geographers are in demand as they will be:

- good communicators, with strong presentation skills
- independent researchers
- able to work effectively in a team
- effective at managing their time
- good at combining information from a variety of sources with excellent writing skills

History



The History Department offers both The IB Diploma and AS/A2 qualification for Sixth Form students.

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

A Level History

History at A Level is about exploring the events and ideas which have shaped our world and our sense of what it is to be human. It is also about learning how to research complex topics, how to analyse demanding source material and how to argue effectively - on paper and orally. These skills are useful in all academic study and in almost any subsequent career.

History combines well with a huge range of other subjects. The study of Literature, in any language, modern or classical, always enriches historical understanding; Economics or Geography can help with understanding how politics and societies work, in any period and, Religious Studies, Art History or Archaeology obviously combine well, but so does Music or Art. There is also a steady stream of those who take History in combination with Mathematics, or with one or more science to good effect.

Modules

Three different periods of History are studied at both AS and A2 Level:

- Mediaeval History
- Early Modern History
- Modern History

If you choose to do History, you will study one of these periods. In each course there will be four units of study: Units 1-2 in the Deps' year (AS Level) and Units 3-4 in the Grecians' year (A2 Level). The units are as follows:

Mediaeval History

1. From Anglo-Saxon England to Norman England 1035-87
2. The First Crusade and the Crusader States 1073-1130
3. The Reign of Charlemagne 768-814
4. English Government and the Church 1066-1216

Early Modern History

1. Church and State 1529-89
2. The German Reformation 1517-55
3. Elizabeth I 1558-1603
4. The Development of the Nation State: France 1498-1610

Modern History

1. From Pitt to Peel 1783-1846
2. The Origins and Course of the French Revolution 1774-95
3. Gladstone and Disraeli 1865-86
4. The Challenge of German Nationalism 1789-1919

IB Diploma History at CH

Diploma Programme History consists of a Standard Level (SL) and Higher Level (HL) core syllabus comprising an in-depth study of an individual prescribed subject and topics.

The Diploma Programme History provides both structure and flexibility, fostering a comparative understanding of major historical events in a global context.

The Content

The IB scheme of work for History at Christ's Hospital is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally.

During the course a number of issues will arise that highlight the relationship between 'The Theory of Knowledge and History', including:

- Why study History?
- Is knowledge of the past ever certain?
- Does the study of History widen our knowledge of human nature?
- Can History help in understanding the present or predicting the future?
- To what extent does emotion play a role in a historian's analysis? Is (historical) objectivity possible?
- Why do accounts of the same historical event differ? Whose history do we study?
- What determines how historians select evidence and describe/interpret or analyse events?
- What problems are posed for the study of History by changes in language and culture over time?
- Can History be considered in any sense "scientific"?

While many of the skills of studying History are common to both Standard Level and Higher Level, the HL student is required, through in-depth study, to synthesise and critically evaluate knowledge.

The Course Outline

The History of Europe and the Islamic world - (prescribed subjects)

1. The origins and rise of Islam c500-661

History of Europe and the Islamic world - topics

1. Dynasties and rulers
2. Religion and the state

HL options

1. Aspects of the history of mediaeval Europe and the Islamic world and Christianity
2. Monarchies in England and France 1066 - 1223
3. The Crusades

Assessment

Standard Level:

There are two formal examinations and a historical investigation research project of 2,000 words.

- Paper 1 is a document based examination lasting 1 hour (30% of the marks)
- Paper 2 is an essay examination lasting 1 hour 30 minutes (45% of the marks)
- The historical investigation coursework involves individual research using a range of historical sources. A critical evaluation of the evidence used is required in a 2,000 word essay, which contributes 25% to the final assessment.

Higher Level:

Assessment at Higher Level is through four core units. There are three formal examinations and a historical investigation research project of 2,000 words.

- Paper 1 is a document-based examination lasting 1 hour (20% of the marks)
- Paper 2 is an essay examination lasting 1 hour 30 minutes (25% of the marks)
- Paper 3 is an essay examination lasting 2 hours 30 minutes (35% of the marks)
- The historical investigation coursework involves individual research using a range of historical sources. A critical evaluation of the evidence used is required in a 2,000 word essay, which contributes 20% to the final assessment.

Facilities and Resources

There are five full-time History classrooms each equipped with media projector, DVD player, access to interactive whiteboards and a massive stock of textbooks which is constantly replenished. There is a suite of computers, shared with the Geography Department, for pupils' use. The History Library, which is for Sixth Formers only, houses a huge collection of materials, especially for mediaeval history where there is more than is available to many undergraduates. The department has a strong tradition of high level study and exceptionally high quality staff. Visiting speakers are regularly hosted by the History Society and, Christ's Hospital historians are strongly encouraged to participate in the Politics Minority Course and the school Debating Society, both of which are run by the department.

Career Opportunities

Historians are strongly represented in the legal profession, as well as politics, the media, business and the arts. A Level History provides excellent training for a whole range of university courses, particularly for Law, but also for Politics, Philosophy, Economics, Sociology, Psychology, Anthropology, Archaeology, Theology, Business Studies - as well, of course, as History itself. Each year several students from Christ's Hospital opt for university, many have achieved Oxbridge places.



History of Art

The Course

History of Art is an academic subject studied by both practitioners and non-practitioners of art. The subject provides the students with a good overview of the major developments in art and architecture from classical Greece to the present time.

Emphasis is placed on contextualising art and architecture in order that the students can develop an appreciation of the role that art has played in the development of civilisation and how it reflects and impacts on the values and ideals of society. It equips the students with the knowledge and skills to appreciate and understand art and the visual world around them in terms of aesthetics, meaning and context.

Students of History of Art will develop skills in research, organisation and presentation of relevant material. They will also develop analytical skills that will enable them to investigate and explore art and architecture. Essay skills such as planning, structure and substantiation of arguments or judgments are fostered. Pupils are encouraged to contribute orally to discussions, responding to visual imagery, formulating opinions and making comparisons based on existing knowledge.

History of Art is studied and examined within a historical, religious, political and social context and consequently, the pupils should acquire good general knowledge and skills that can be applied to a wide field of educational and Vocational situations.

Syllabus Details

The current syllabus is AQA. The AS course covers the History of Art and Architecture, from the Classical Greeks to the present day, offering a basic overview and chronological understanding.

AS

Unit 1: Visual analysis and interpretation

Questions on images assess knowledge and understanding of formal aspects and how they contribute to meaning.

Unit 2: Themes in History of Art

A broad study of the significant art-historical themes from the ancient Greeks to the present day.

A2

Unit 3: Investigation and interpretation 1

Art and Architecture in Europe and the United States of America 1946 to 2000.

Unit 4: Investigation and interpretation 2

Art and Architecture in Europe and the United States of America 1900 to 1945.

The majority of lessons are lecture based, encouraging the development of visual and analytical skills. At every possible opportunity the pupils are encouraged to contribute ideas and will thus gain confidence in applying the knowledge they have gained. Slides and appropriate videos and DVDs will be shown. Regular tests and timed essays will provide a means for assessment and enable pupils to identify areas of difficulty and to revise work. Prep essays will help students to develop research skills and techniques in essay writing, with appropriate feedback from the teacher.

First hand experience of viewing art is essential. There are regular trips to the galleries and museums of London and elsewhere. Students also have the opportunity to undertake individual study trips financed by the Department. This is a crucial and invaluable part of the learning process in this subject.

Latin



If you want to understand agriculture, you work on a farm.

If you want to learn banking, you work in a bank.

If you want to understand the world, where it has come from and where it is going, you study Latin & Greek.

The impact of the Romans and Greeks on our language, literature, theatre, sport, history, art and very way of understanding the world is everywhere and all around. Latin is enjoying a nationwide resurgence and in these times of increasingly intense competition for university places, a known rigorous subject like Latin or Greek has never been more useful to demonstrate hard work and intellectual complexity to university admissions tutors in any subject.

The Classics department pursues the study of Latin and Greek at all levels within the school. The exciting resurgence of Greek and the introduction of the IB (see below) are two major developments in the teaching of Classics within the school.

Latin

The Course

The roots of European culture and language in Latin (and Greek) literature provide a detailed study of the Roman world with its rich traditions in myth, drama, politics, philosophy and art. In such authors as Virgil, Catullus, Horace, Caesar, Cicero, Tacitus, Livy and Ovid you read about real people, their feelings, thoughts and emotions whether in the thick of battle, on the lover's couch or in the cut and thrust of the law courts and government. The emphasis of the course is on the reading and appreciation of literature in the original language, studying in depth a prescribed author; doing an unseen translation and comprehension. Students need GCSE Latin grade A or above.

AS Level Modules

The AS examination has the following compulsory components:

Paper 1 Language

Two unseen translations of unseen prose author with an optional English into Latin component.

Currently Cicero.

Paper 2 Verse and Prose Literature

Two prescribed texts, one prose, one verse.

Currently Cicero and Ovid.

A2 Level Modules

The A2 examination has the following compulsory components:

Paper 1 Verse

Two prescribed verse texts – literary criticism and appreciation and translation and comprehension of unseen verse author:

Currently Virgil and Ovid.

Paper 2 Prose

Two prescribed prose texts - literary criticism and appreciation and translation and comprehension of unseen prose author:

Currently Caesar and Tacitus.

Pupils are taught eight periods per week consisting of four periods of prescribed texts and four periods of grammar instruction and unseen translation practice.

IB Latin

The IB Latin course is split into three sections, the first two of which are similar to AS Language and Literature papers.

Part 1 – Study of the language

Students will study unseen readings from both of the prescribed authors, Ovid (Metamorphoses) and Cicero. This will produce a rounded experience of both poetry and prose. They will be examined on a single author:

The unseen readings will be supported by regular testing on vocabulary and work on grammatical endings and syntactical constructions, including composition of English into Latin (although this is not required for the exam).

Part 2 – Genre study

Students will study the following two authors:

Epic: Virgil Aeneid 4:1-552 and 3:552

Letters: Pliny the Younger

Literary criticism will involve consideration of issues relating to Theory of Knowledge and internationalism, as well as word order; choice and effects.

Part 3 – Individual study

Students will work on a 'research dossier'. This will cover a wide range of topics from history, literature, linguistics, religion, art, mythology and archaeology. Extra resources will be available to support the students' choices and teachers will provide limited guidance on this excitingly independent component of the course.

Greek

Ancient Greek was re-introduced in September 2008, initially as a GCSE two year course for the Lower Sixth Form (Deputy Grecians) during Tuesday afternoon option time. Very able pupils wishing to study Latin or Greek or both at university have the opportunity to attend Greek and Latin Summer School courses during the summer holidays.

Sixth Form students attend Latin study conferences in London and Cambridge and go on theatre trips to see university productions of Greek plays (in the original language and in English). A study visit abroad to Rome or Pompeii takes place in alternate years. Students of Latin and Greek are also special and 'stand out from the crowd' because they are studying more unusual languages and are afforded the rare opportunity of studying literature in an original foreign language for examination.

Latin combines well with English, History and Modern Languages, whilst its logical linguistic approach also appeals to Mathematicians and Scientists. Although Greek is not currently offered at A Level, it is now a timetabled GCSE option at Year 9 and there is a possibility of it being reintroduced in the future at A Level. Latin facilitates the study of Classics at university and Greek can be started at that point.

Facilities and Resources

The Department has its own specially written grammar documents at all levels and combines the use of ICT with more traditional resources.

Career Opportunities

The rigorous study of the language and literature provides skills that a wide variety of employers will value: intellectual rigour; breadth of viewpoint, logical and analytical skills, clarity of expression and a good vocabulary.

Common career paths of classicists are the law, journalism, banking, business and entrepreneurship.



Mathematics

The Department

The Mathematics Department, historically known as the Royal Mathematical School, is housed across two floors in the East Classroom block. Teaching is provided by twelve staff, all of whom are experienced subject specialists. In the Sixth Form the department aims to provide courses combining the rigour of traditional pure mathematics with the practicality of applied courses, particularly in statistics, so that our students are well equipped to discuss mathematical arguments in a critical and objective way. We believe these aims are met both through our modular AS/A Level courses and in the three IB courses.

Course Outline – AS/A Level

The scheme offered is MEI Structured Mathematics administered by OCR. The scheme is modular: three units may be combined to form an AS award, or six for full A Level. In each year of the course students will take two Pure units and one Statistics unit, taught by two teachers sharing eight periods a week.

AS Level

Core Pure 1

Core 1 extends the Algebra and Coordinate Geometry topics from GCSE.

Core Pure 2

Core 2 contains further Algebra, plus foundation work on Calculus and Trigonometry.

Statistics 1

Statistics 1 extends GCSE techniques and introduces the principles of hypothesis testing.

A2 Level

Core Pure 3

Core 3 includes further Algebra and Calculus and a coursework on Numerical Solution of Equations using spreadsheets.

Core Pure 4

Core 4 leads to advanced Algebra and Calculus, with new work on Vectors. The examination includes a comprehension element.

Statistics 2

Statistics 2 covers the Normal and Poisson distributions and hypothesis tests including Spearman and Chi-squared.

Further Mathematics

The scheme offered is MEI Structured Mathematics administered by OCR. The department normally provides teaching for thirteen or fourteen units in total, from which a double A Level candidate would select twelve or thirteen units. Exceptionally able students might learn some extra units by special arrangement, leading to fifteen or even eighteen units, leading to a triple award in Mathematics subjects. Conversely some students will take a total of only nine units, leading to an A Level in Mathematics plus AS Further Mathematics.

First Year

Three teachers share twelve periods during which the course will normally cover four Pure modules and two in Statistics.

Second Year

Students continue to follow twelve periods, with courses in Pure, Statistics and Mechanics, plus Decision Mathematics subject to demand.

A* grades in Mathematics are awarded to A grade candidates with exceptional scores in both Core 3 and 4. A* Further Mathematics requires exceptional scores in 3 of the qualifying A2 units.

Resources

Students have the use of MEI textbooks, the Student's Handbook and free subscription to the MEI distance learning website. Computer software such as Derive and Excel is used during the course.

IB Mathematics Course Outline

There are three different IB courses available in Mathematics – two at Standard Level (SL) and one Higher (HL). Both SL courses are taught in four periods a week over two years, while HL has seven periods throughout.

Mathematical Studies (SL)

This course revisits the top end A and A* topics from GCSE and introduces new work in Graphs, Sequences, Logic and Statistics. Core 1 extends the Algebra and Coordinate Geometry topics from GCSE. There is a short project worth 20% of the overall total marks.

Mathematics (SL)

The Mathematics SL course equates broadly with AS Level Mathematics, in that most of the topics from Core 1, 2 and Statistics 1 also feature here, though the IB course also includes some introductory work on Vectors and Matrices. Two coursework tasks make up a portfolio worth 20% of the total marks.

Mathematics (HL)

The Mathematics SL course equates broadly with A Level Mathematics, with some introductory work on Matrices and Complex Numbers. Two coursework tasks – one investigation and one modelling task - make up a portfolio worth 20% of the total marks.

STEP/AEA Course Outline

Candidates choosing to apply to Cambridge and some other top universities may be asked to pass STEP examinations in Mathematics. In such cases the department provides additional teaching for the three STEP papers, which are taken at the end of the two-year Sixth Form course. Some students may wish to take Advanced Extension (AEA) in addition to, or instead of, STEP. Access to STEP 1 and 2 and AEA content is available equally to A Level and IB candidates, though those taking STEP 3 would ideally have followed the Further Mathematics A Level route.

Resources

All IB students will be provided with a graphics calculator for use throughout the course, including a software emulator for PC. Students have the use of dedicated Heinemann textbooks and other resources are available to help with coursework.

Facilities

All classrooms contain computers linked to multimedia projectors and we maintain our own computer suite of 36 desktop and laptop machines, in addition to being conveniently located alongside the ICT teaching facilities.

Career Opportunities

Our students go on to follow Mathematics, Science or Arts degrees at University, leading to a huge diversity of careers. Alongside traditional fields such as Accountancy and Finance are modern career areas such as ICT, Cybernetics or Operational Research.



Modern Languages

The Languages Department offers courses in French, German and Spanish. It aims to help its students acquire a high level of practical competence in the languages they choose to study at A Level (for a more specialised route) or as part of the IB Diploma (for greater breadth and depth of study post-GCSE) and, just as importantly, to stimulate interest in the thought, culture and daily life of other nations. All three languages use the Edexcel exam board at A Level – the details of the examination syllabuses given opposite are common to all; at IB each language offers a slightly different profile of courses.

AS Modules French, German and Spanish

Unit 1: Spoken Expression and Response (30%)

This oral lasts 8-10 minutes. Candidates choose one of four general topic areas:

- Youth culture and concerns.
- Lifestyle: health and fitness.
- The world around us: travel, environmental issues, the French, German or Spanish-speaking world.
- Education and employment.

Unit 2: Understanding and Written Response (70%)

This module contains three separate sections: Listening (20% of AS), Reading (20%) and Writing (30%). Listening and Reading comprehensions use target language materials drawn from the four general topic areas. The Writing section requires candidates to produce 200-220 words of the target language based on a short printed target language stimulus.

A2 Modules French, German and Spanish

Unit 3: Understanding and Spoken Response (35%)

This oral lasts 11-13 minutes. Candidates research an issue of their choice. They present this issue for one minute, adopting a definite stance, then, in discussion, justifying their stance for four minutes. The remaining 6-8 minutes will be a discussion of two further issues chosen by the examiner; which may or may not relate to the issue already discussed. This unit assesses listening comprehension skill as well as oral ability.

Unit 4: Research, Understanding and Written Response (65%)

Candidates have to translate a short passage of English (about 80 words) into the target language and write two essays. General topics for the first essay (240-270 words) are the same as for AS, with the addition of:

- Customs, traditions, beliefs and religions.
- National and international events, past, present and future.
- Literature and the Arts.
- Creative essay option.

The second essay (again 240-270 words) is on a topic of the candidate's choice, relating to a target-language culture researched under one of the following additional topic headings:

- Geographical area
- Historical study
- Aspects of modern France, Germany or Spain
- Literature and the Arts.

The full specification and sample exam materials for all these Units in three languages can be accessed on the Edexcel website www.edexcel.org.uk

IB Diploma Programme

All examinations for the IB diploma take place in the second year of study. The speaking assignments take place at intervals over the course of the year and are internally assessed; the written papers take place as formal exams at the end of the second year.

Language A (Higher Level) German

This is suitable for native or near-native speakers of German.

Paper 1: Textual Analysis (25%)

Analysis of one of a choice of two unseen texts.

Paper 2: Essay (25%)

One essay from a choice of six questions based on at least two of the literary texts studied in Part 3 of the course:

- Die Verlorene Ehre der Katharina Blum – Heinrich Böll
- Der Vorleser – Bernhard Schlink or Woyzek – Georg Büchner
- 1984 – George Orwell

Written Tasks (20%)

During the course, students produce at least four written tasks of 800-1,000 words plus a rationale of 200-300 words based on the material studied in the course; two of these tasks are submitted.

Individual Oral Commentary (15%)

Students comment on an extract from one of the literary texts studied in Part 4 of the course:

- Die Physiker – Friedrich Dürrenmatt
- Die Marquise von O – Heinrich von Kleist
- Andorra – Max Frisch

Further Oral Activity (15%)

Two further oral activities, one based on Part 1 (Language in cultural context) and one based on Part 2 (Language and mass communication) of the course. One mark is submitted.

Language B (Higher and Standard Levels) French, German and Spanish

This is suitable for candidates who have taken their chosen language to GCSE and wish to develop advanced language skills.

Paper 1: Receptive Skills (25%)

This comprehension paper centres around a selection of texts (four at SL, five at HL) based on the core topics:

- Communication and media
- Global issues
- Social relationships

Paper 2: Written Productive Skills (25%)

At SL it consists of a single writing task of 250-400 words from a choice of five based on two of the five options below:

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

At HL there is an additional writing task of 150-250 words responding to a stimulus text based on the core.

Written Assignment: Receptive and Written Productive Skills (20%)

At SL this paper consists of intertextual reading followed by a written exercise of 300-400 words plus a 100-word rationale based on the core. At HL it consists of a piece of creative writing of 500-600 words plus a 150-word rationale based on one of the literary texts studied:

- Der Besuch der Alten Dame – Friedrich Dürrenmatt
- Sansibar oder der letzte Grund – Alfred Andersch
- Pauvre Bitos – Jean Anouilh
- Les Fleurs du Mal – Charles Baudelaire
- La vida es sueño – Calderón de la Barca
- Veinte poemas de amor y una canción desesperada – Pablo Neruda

Individual Oral (20%)

At both SL and HL, candidates have 15 minutes to prepare for 8-10 minutes' presentation and discussion with the teacher based on the options.

Interactive Oral Activity (10%)

This consists of three classroom activities assessed by the teacher:

Ab-initio (Standard Level) Spanish

This is suitable for candidates who have had little or no experience of Spanish and who wish to acquire functional language skills based on three themes:

- Individual and society
- Leisure and work
- Urban and rural environment

Paper 1: Receptive Skills (30%)

Understanding of four written texts and text handling exercises.

Paper 2: Productive Skills (25%)

Two compulsory writing exercises from a choice of two (section A) or three (section B)

Written Assignment: Receptive and Productive Skills (20%)

A piece of writing of 200-300 words in Spanish carried out in class under teacher supervision.

Individual Oral (25%)

Three-part oral internally assessed and externally moderated. Part 1 – presentation of a visual stimulus from a choice of two; Part 2 – follow-up questions on the visual stimulus; Part 3 – general conversation including at least two questions on the written assignment.

Career Opportunities

Multilingualism is an invaluable skill in today's world. Young people with a degree in languages may choose a language-based career but, most will find that their degree is an access card to any graduate job. Those who choose a joint degree, for example Engineering and French, will find that they have a greater choice of employers and workplaces.

Trips and Resources

The departments run a variety of study visits, work experience, and other linguistic immersion placements. First-hand contact with the daily life of the target cultures is achieved through regular individual sessions with the language assistants. The departments enjoy use of two language laboratories, one fitted with state-of-the-art technology. The library is well-stocked with a wide variety of texts and literature.

Music and Music Technology



Christ's Hospital takes pride in the high quality and broad range of its music. It was described by Classic FM as one of the top two co-educational schools for music in the country. The financial demands on parents of young musicians are often prohibitive. Therefore, Christ's Hospital offers free instrumental lessons on the main instrument or voice for pupils studying AS/A Level Music and Music Technology. Furthermore, the School provides an instrument where necessary and all music and accessories are provided free of charge. The School is also keen to encourage genuine enthusiasts who might not previously have had the opportunity to develop their interest. This is an environment in which such ambitions can be nurtured, with plenty of opportunities to sing in choirs and play in orchestras, ensembles and bands.

Music AS Modules

Unit 1: Performing Music (30%)

- Students perform as a soloist and/or as part of an ensemble in any style. The assessed performance should last between 5-6 minutes.

Unit 2: Composing (30%)

- Students develop their composition skills leading to the creation of a three minute piece in response to a chosen brief.
- The composition is accompanied by a sleeve note, describing aspects of the final composition and explaining how other composers have influenced it.

Unit 3: Developing Musical Understanding (40%)

- Two-hour examination paper:
- Section A: Listening, based on the vocal and instrumental set works.
- Section B: Investigating Musical Styles, incorporating written responses to analytical and historical context questions based on the set works.
- Section C: Understanding chords and lines, in which students identify harmonic and tonal features from a score and then complete a short passage.

A2 Modules

Unit 4: Extended Performance (30%)

- Students perform as a soloist and/or as part of an ensemble in any style. The assessed performance should last between 12-15 minutes.

Unit 5: Composition and Technical Study (30%)

- Students further develop their composition skills leading to the creation of a three minute piece in response to a chosen brief.
- The technical study builds on the knowledge and awareness of harmony gained in Unit 3 through the medium of pastiche studies.

Unit 6: Further Musical Understanding (40%)

- 2 hour examination paper:
- Section A: Aural Analysis. Listening questions on unfamiliar music.
- Section B: Music in context. Short-answer questions on set works.
- Section C: Continuity and change in instrumental music. Extended essay based on analysis of instrumental set works.

Music Technology AS Modules

Unit 1: Sequencing, Recording and Arranging 70% (35% of A2)

- 1A Sequenced Performance.
- 1B Multi-track Recording.
- 1C Arrangement.
- Logbook.

Unit 2: Listening & Analysing (1 hour 45min exam) 30% (15% of A2)

- The principles and practice of music technology.
- Pop music from 1910 to the present day.

A2 Modules

Unit 3: Portfolio 2 (30%)

- 3A Sequenced Integrated Performance.
- 3B Multi-track Recording.
- 3C Composition.
- Logbook.

Unit 4: Analysing and Producing (2 hour exam) 20%

- The principles and practice of music technology.
- The development of technology-based music.

Facilities and resources

Many highly talented young musicians join the School in the Sixth Form to pursue their musical development within an environment that strongly encourages excellence in the Arts. They are taught by highly experienced teachers and are given plenty of opportunities to perform, not only within the School's fine facilities, but also in the best venues in London. It requires great discipline and hard work to become a good musician. Christ's Hospital can provide the guidance, the time, the facilities and the opportunities. The Music School consists of two main class teaching rooms, a listening room, a recording studio, 10 individual teaching rooms and over thirty practice studios. As well as this, Christ's Hospital is fortunate to have many flexible performing spaces, ranging from the magnificent Chapel and Big School to the more intimate setting of the Court Room. The School possesses a very fine collection of instruments, including four pipe organs, two harpsichords and two Steinway grands. The listening room is equipped with over 3,000 CDs, there are 12 Sibelius workstations with Auralia and Logic installed. The Music Technology studio boasts much impressive equipment including four computer workstations.

Career Opportunities

There are many diverse and interesting careers in the music industry beyond being a performer or composer. Music education from primary level right up to tertiary is a popular avenue as music and arts administration, music publishing, commissioning and editing, acting for or working within a concert agency, sound engineering and record producing. Every year a number of pupils from the School progress to Music Colleges or to music courses at university, some with organ or choral awards at Oxford or Cambridge colleges.

Philosophy



Department Aims

The department is committed to offering first class teaching and learning to all its pupils. In the Sixth Form, small class sizes mean that our support can be individualised, catering for the needs of pupils, often in one-to-one tutorials undertaken outside of the formal timetable. Our staff are well qualified, experienced teachers who present the subject matter in a clear, innovative way making full use of a variety of resources, on paper, audiovisual and online.

What is it?

Philosophy is the academic process of subjecting the world to rigorous scrutiny. It is widely agreed to be a method of thinking or approach to study rather than a body of knowledge, although it has traditionally been applied to the investigation of some particular problems, including:

- What is knowledge? Is it possible to know and, if so, how? (Epistemology and the Philosophy of Science)
- What is the real nature of things? (Metaphysics)
- How should we live? (Moral Philosophy)
- Is it rational to believe in God and what is He like? (Philosophy of Religion)
- Should we be governed, and how? (Political Philosophy)
- What is art and which things are beautiful? (Aesthetics)
- How are words meaningful and how do they refer to the world? (Philosophy of Language)
- What is the mind and is it distinct from the body? (Philosophy of Mind)
- What is truth and are interpretations true? (Hermeneutics).

Why Philosophy?

- For its own sake. Philosophy lessons will offer you the space to explore and attempt to answer for yourself some of the most difficult and important questions that have faced human beings.
- Philosophy is an essay-based arts subject which will support related subjects such as English or History and develop similar skills of synthesising information and presenting arguments; these will be valued at university level.
- Philosophy is an excellent complement to round off a selection of unrelated subjects such as sciences. Philosophy tutors at university level often appreciate the rigorous and systematic approach that a scientist brings to the subject. Linguists and mathematicians will also appreciate the systematic exploration of the rules of logic or the rigorous emphasis on defining terms appropriately.
- Philosophy relies on and explicitly teaches core critical thinking skills which are increasingly valued or required by universities and employers.

What will I do and which skills will I develop?

The most important thing to realise is that Philosophy students actively engage in the process of Philosophy rather than study the history of ideas at a distance. The texts you read will be a starting point for your own intellectual enquiry.

- You will need to be able to articulate your own point of view with rigour and clarity, both in class discussion and on paper.
- You will need to be able to present a coherent philosophical argument.
- You will read and analyse the original work of key thinkers and offer appropriate criticisms of their arguments.
- You must be prepared to question your own beliefs and subject them to detailed scrutiny.
- You must produce original and creative thought.
- Ability in Maths and English at GCSE is a good indicator of potential for A Level success in Philosophy.

The Specification

We offer the AQA specialist A Level Philosophy course. At AS the specification consists of two papers and concentrates on a number of key philosophical themes, intended to provide students with a broad introduction to Philosophy. At A2, students will specialise further, selecting two themes to study in depth and focusing on philosophical problems through the study of a key text. Options include: Philosophy of Mind, Political Philosophy, the theory of knowledge, aesthetics, religious and moral philosophy.

There are four written exams with no coursework. In the Lower Sixth there are two 1 hour 30 minutes exams: An Introduction to Philosophy 1 (50% of AS, 25% of A Level) and An Introduction to Philosophy 2 (50% of AS, 25% of A Level). In the Upper Sixth there are two further exams – Key Themes in Philosophy (2 hours) (30% of A Level) and Philosophical Problems (1 hour 30 minutes) (20% of A Level).

Exam results are excellent with a good number of students applying to read Philosophy as a single course or as part of a joint honours course at top UK universities.

In addition we also offer the OCR Theology course to those who want to take it as an additional subject as part of the Lower Sixth minority programme.

University Options

Philosophy can be studied as a standalone course or in combination with other subjects, for example:

French and Philosophy
King's College London

History and Philosophy of Science
UCL

Mathematics and Philosophy
King's College London

Philosophy and Economics
LSE

Philosophy and Greek
UCL

Philosophy and History of Art
UCL

Philosophy, Logic and Scientific Method
LSE

Religion, Philosophy and Ethics
Heythrop College, London

War Studies and Philosophy
King's College London

Philosophy and Modern Languages
Oxford

Philosophy, Politics and Economics
Oxford

Philosophy and Theology
Oxford

Psychology, Philosophy and Physiology
Oxford

Physics



A Level Course Outline

The Advancing Physics course provides a distinctive structure. Candidates learn about fundamental physical concepts and physics in both everyday and technological settings. A primary aim of the course is to show how physics is practised and used today. It is equally important to demonstrate the usefulness of the subject and to illustrate the kind of impact which discoveries in physics have had on the way people live. What are the benefits to students of taking this particular specification?

- This specification has been developed in Consultation with the Institute of Physics.
- There is new material – simple, direct and with a rigorous approach to modern ideas.
- New perspectives – different angles on familiar topics.
- Opportunity and encouragement for teachers and candidates to select topics of interest for further individual study.

Aims and design of the AS course

The Advanced Subsidiary (AS) component of Advancing Physics is designed to provide an introduction to physics and its uses. Worthy of study on its own, it paves the way for further study, by offering a broad vision of physics as it is today. It incorporates the study of modern developments in imaging and visualisation, micro-electronics and sensors, communications technology and modern developments in design and uses of materials. A novel but very simple introduction to the essence of quantum mechanical thinking is undertaken, covering the core topics, particularly electric circuits, waves and mechanics. It also gives training in essential skills of experimentation and data handling.

AS Course Content

Physics in Action

Communication

- **Imaging** - Image capture, image processing, lenses and optics, bits and bytes, ideas about information.
- **Sensing** - Instrumentation, use of sensors, current, potential difference, power; d.c. circuit theory up to the potential divider.
- **Signalling** - Digital signals, telephone, email, radio and television, spectra and polarisation, bandwidth and information.

Designer Materials

- **Testing Materials** - Mechanical and electrical properties of materials, types and uses of materials.
- **Looking Inside Materials** - Explaining properties of materials in terms of structure at various scales; designing new materials.

Understanding Processes

Waves and Quantum Behaviour

- **Wave Behaviour** - Superposition of waves, standing waves, colour and thin films, double slit, grating, diffraction, simple phasor picture.
- **Quantum Behaviour** - Quantum behaviour of photons and electrons, energy $E = hf$, 'many paths' picture of quantum behaviour.

Space and Time

- **Mapping Space and Time** - Vector quantities, vector addition, displacement and velocity; slopes of and areas under graphs.
- **Computing the Next Move** - Relative velocity, uniform acceleration, kinematic equations, $F = ma$, 'step-by-step' calculations, projectiles, uniform gravitational field, force, work and power.
- **Case Studies: Quality of Measurement** – Case studies in Quality of Measurement, showing the importance of uncertainty and systematic error and of resolution, sensitivity, calibration, stability, response time and zero error of instruments.

Aims and Design of the A2 Course

The A2 component completing the Advanced Level course deepens understanding of crucial ideas to prepare students for further study and provides further opportunities for personal involvement and individual initiative. It includes introductions to mathematical modelling in physics including cosmology, relativity and quantum and particle physics. The field concept, gravitational, electric and magnetic are important. Applications are also developed, including electromagnetic machines and risks of ionizing radiations.

A2 Course Content

Rise and Fall of the Clockwork Universe

Models and Rules

- **Creating Models** - Simple computational models, radioactive decay, RC circuit, energy stored, harmonic oscillator; resonance.
- **Out into Space** - Orbits, circular motion, gravitational field and potential, inverse square law, conservation of momentum.
- **Our Place in the Universe** - Evidence of origin and evolution of universe, distance and velocity measurement, relativistic time dilation, cosmic red shift, microwave background.

Matter in Extremes

- **Matter: Very Simple** - Ideal gases, kinetic theory of gases, random walk, thermal capacity, conservation of energy, energy KT.

Field and Particle Pictures

Electromagnetic machines

We use the transformer dynamo and motor to introduce magnetic fields in a strongly applied context.

The Electric Field

The interaction between charges at rest, analogy to the gravitational field with the idea of electric potential. The ideas find immediate use in consideration of scattering and of forces between sub-atomic particles.

Probing deep into Matter

Scattering is considered as a way of finding evidence for the structure of atoms and nucleons.

Ionising Radiation and Risk

Nuclear binding energy, random decay and the use as well as the dangers of ionizing radiation.

Researching Physics

Two pieces of coursework are completed in the A2 year: A piece of research which is then presented in both written and oral format and an extended investigation on any aspect of physics of the student's choice.

IB Diploma course

Physics is only available at Higher Level

The study of Physics allows students to become problem solvers; we aim to give all students the opportunity to develop experimental skills and a logical approach to unique situations which frees them from the fear of the unknown and instills the confidence to apply the knowledge they do have in whatever context they may be asked to work. Students should become active learners from the start and, this is a fundamental part of the IB's ethos. They are encouraged to challenge themselves to understand, not just the material itself, but also the ideas on which it is based. The ability to link disparate parts of the subject and, indeed, other subjects is what sets apart the good physicist and should be the target for all of our students whether they fully achieve it or not.

The syllabus for the Diploma Programme Physics course is divided into three parts: the core, the AHL material and the options

Core 80 hours

- Topic 1: Physics and physical measurement
- Topic 2: Mechanics
- Topic 3: Thermal Physics
- Topic 4: Oscillations and waves
- Topic 5: Electric currents
- Topic 6: Fields and forces
- Topic 7: Atomic and Nuclear Physics
- Topic 8: Energy, power and climate change

AHL 55 hours

- Topic 9: Motion in fields
- Topic 10: Thermal Physics
- Topic 11: Wave phenomena
- Topic 12: Electromagnetic induction
- Topic 13: Quantum Physics and Nuclear Physics
- Topic 14: Digital technology

Options 22 hours each

- Option G: Electromagnetic waves
- Option J: Particle Physics

Sport and Physical Education



The Course

Sport and Physical Education provides a course of study that is a natural progression for candidates who have studied GCSE PE and is a transition for those intending to study related courses in Higher Education. It will also appeal to those who have a good science background and a genuine interest in sport. It is a broad and balanced course and is worthwhile in its own right. The course looks to equip students with skills and knowledge required for higher education or the world of work.

The specification offers students the opportunity to experience and develop an interest in a variety of roles in sport such as performer, official and /or leader/coach at AS and then be able to specialise in one at A2. The content of the course will address current contemporary topics in sport such as the impact in the use of ergogenic aids, technology and increasing commercialisation of sport.

This course will enable candidates to develop knowledge and skill in selected physical activities and acquire the skills necessary to analyse and evaluate a sports performance. The course focuses on factors influencing performance both psychological and physiological and will also develop an appreciation of social, moral and cultural issues in sport. Students will also develop a capacity to explain current provision for sport and look at global trends.

AS COURSE TOPICS

Unit 1:

Topic list

- The physiological effects of adopting a healthy lifestyle.
- The short term effect of exercise/performance and the long term effects of training.
- Analysis of movement across a range of sporting actions.
- Acquisition of skills and the impact of psychological factors on performance.
- Opportunities for physical activity, benefits to the individual and society and the potential barriers faced by minority groups.

Assessment

Written Paper: 2 hours
Weighting: 60% of total AS Level marks
 30% A Level marks

Candidates are required to answer seven questions from section A and one from section B.

Section A will require candidates to answer questions on applied physiology, skill acquisition and opportunities for participation.

Section B will examine the application of theoretical knowledge to a practical situation.

Unit 2: Analysis and evaluation of physical activity as performer and/or in adopted roles

Topic list

- Execution of skills/techniques in two roles (performer, official/referee/umpire/judge or leader/coach) in a chosen physical activity
- Analysis of own performance
- Application of theoretical knowledge to achieve effective performance

Assessment

Internal assessment with external moderation: 100 marks
Weighting: 40% of total A/S Level marks
 20% of A Level marks

Candidates are assessed on their ability to perform, analyse and evaluate the execution of core skills/techniques in isolation and a structured practice as either: a player/performer and in an adopted role or in two adopted roles.

Section A requires candidates to be assessed on their ability in two from a choice of three roles.

Section B will look at the theoretical factors that improve performance. Candidates are assessed on this element through the section B question in Unit 1.

Unit 3: Optimising performance and evaluating contemporary issues within sport

Topics

- Energy sources and systems
- Elite preparation and training
- Specialised training and sports injuries
- The use of psychological theories and techniques to optimise performance
- Concepts and characteristics of World Games and their impact on the state and individual
- Development and impact of sports technology on performers, equipment and facilities
- The development of sport from rational recreation to its modern day format.

Assessment

Written Paper: 2 hours (84 marks)
Weighting: 30% of total A Level marks

Candidates are required to answer six questions, two from Section A, two from Section B and two from Section C.

Section A looks at how the application of physiological factors can optimise performance.

Section B looks at how the application of physiological knowledge can optimise performance.

Section C evaluates contemporary influences in sport and their impact on the performer.

Unit 4: Philosophical Problems

Topics

- Optimising performance in competitive or performance conditions in one role
- Evaluation of own performance in identifying weaknesses
- Suggesting cause of own weakness and an appropriate corrective measure

Assessment

Internal assessment with external moderation: 120 marks
Weighting: 20% of total A Level marks

Candidates are assessed on their ability to perform, analyse and evaluate their own performance of the core skills/techniques in a competitive situation as either a player/performer or in an adopted role.

Then, using their knowledge and understanding, identify their weaknesses, suggest the causes of these weaknesses and consider corrective measures.

Facilities

Christ's Hospital boasts fabulous sporting facilities, with numerous sports pitches including a floodlit all-weather astro pitch. It has a modern sports centre incorporating a swimming pool, a double sports hall and gymnasium, squash courts and a fully equipped fitness suite. Students have access to facilities in lessons and are also encouraged to use them in their own time.

Resources

The PE Department is well resourced with the latest texts, videos and DVDs to provide a basis for study. Students are encouraged to research topics through a variety of different sources to make for an interesting and challenging experience.

Career Opportunities

Career opportunities as a result of studying this course are varied. It is a broad and balanced course and therefore is a good transition to any further education course as well as sport related ones. Subject content looks at sports performance, therefore it must stimulate interest in teaching or coaching as well as in sports management or perhaps sports physiotherapy or fitness. This is a fast growing and popular discipline which supports many new career options and therefore there is a wide range of opportunities at all levels.

Courses and Higher Education



UCAS – The University Admissions Service

Pupils apply for a whole range of courses offered by all the major UK universities. Those showing particular aptitude for Oxford or Cambridge are given additional support and tuition. The School submits its applications through the Electronic Application System. Applications are processed quickly and a great deal of time is spent helping the pupils to choose the right course and to prepare a first class personal reference. Much of this advice is bespoke in that it is offered through one-to-one tutorial support.

Tuition Fees for UK/EU and Overseas students

Parents often ask about the way that UK Universities view overseas students, particularly so far as fees are concerned. This is a brief summary of what you may need to know. To be considered a UK or EU student you must have been ordinarily resident in the UK for a minimum of three tax years (April to April) before you start the course. Most courses start in the October after a student leaves CH. Essentially, the parents must have paid UK tax for three years, unless they are a member of the armed services working abroad or a member of the diplomatic service. Attendance at boarding school during term time does not count. Fees will vary depending on where you apply and what you apply to read at university. Please contact the international office of any good university for further advice.

In addition, loans to help with living costs and grants to students will only be paid to UK residents and taxpayers.

Christ's Hospital offers advice to students applying outside of the UK, particularly to the USA. We are one of the few schools in the UK that are authorised to administer the SAT tests and we offer expert advice on applications and financial aid. With the introduction of the IB in 2011, we expect overseas applications to increase. SAT training is arranged for pupils who request it.

A final word on the IB

It is an internationally recognised examination and well respected by all UK universities, including Medical Schools. Recent evidence shows a growing enthusiasm and warmth towards IB candidates applying to UK universities.





CHRIST'S HOSPITAL

Christ's Hospital,
Horsham, West Sussex, RH13 0YP
Tel: 01403 211293

Email: adsec@christs-hospital.org.uk

Company No. 06232556
Registered Charity No. 1120090

Supported by
Christ's Hospital Foundation
Registered Charity No. 306975

www.christs-hospital.org.uk