



CHRIST'S HOSPITAL GCSE PROSPECTUS 2009 – 2012

THE GCSE CURRICULUM - AN EXPLANATION

The curriculum is designed to encourage pupils to study subjects in each of the major areas of the National Curriculum. In addition, the Christ's Hospital curriculum offers further opportunities particularly in Languages, the Creative Arts and the Humanities. A provision for personal and social education is made within our Education for Living Programme. This booklet describes the pattern of academic study over the next three years, showing which subjects are studied by all and which are a matter of personal choice.

Next September the present members of the Third Form will move via the Little Erasmus through the Upper Fourth to the Great Erasmus when, in the summer of 2011, they will be entered for the majority of their subjects in the General Certificate of Secondary Education.

It is our hope and expectation that all pupils will pass on to an A level course at Christ's Hospital but, to enter the sixth form, they will need to have proved their academic ability and commitment during the years that lead up to the GCSE exams. We would normally expect pupils to achieve an A or A* grade in subjects that will support their eventual A level choices.

CORE CURRICULUM - Examinable

ENGLISH	This leads to two grades for English and English Literature. (5 periods per week)
Humanity: HISTORY (4) or GEOGRAPHY (4)	At the end of the Third form, one of History and Geography must be chosen to be studied for 4 periods per week to GCSE level. This choice does not preclude the study of either History or Geography at A level. If so desired, both humanities may be studied by also choosing one as an Option
Modern Foreign Language: FRENCH or GERMAN or SPANISH (4)	At the end of the Third form, one of French, German, or Spanish must be chosen to be studied for 4 periods per week to GCSE level. More than one language may be chosen by adding others as further options. Acceptance onto the fast-track three year course to GCSE in Spanish cannot be guaranteed. We are looking for a reasonable 'track record' of commitment to modern language learning.
MATHEMATICS (5)	The London iGCSE course is studied.
SCIENCE OCR Gateway Science Suite	Physics, Chemistry and Biology are each studied for three periods per week; the course may lead to individual GCSEs in each of the three Separate Sciences for the more able candidate or two GCSEs (Core and Additional Science) for others for whom it is more appropriate.

OTHER COURSES

ETHICS & RELIGION (1)

Students from LE to GE will continue to have an opportunity in their week to reflect on moral questions and issues of the relationship and dialogue between different worldviews. Contemporary questions which are relevant to the experiences and interests of the students will be selected, such as the relation of faith and science, the environment, relationships, terrorism and war. The course will draw on a wide range of contemporary media and varied learning styles; it is non-examined.

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The Learning Strand (1)

A new course exploring learning, thinking, criticism, debate argument and logic, enabling deeper progress across all curriculum areas.

Carousel (1)

Activities within this rolling programme will educate all pupils in PHSE (Education for Living), Careers, and Information Technology.

OPTION CHOICES

In addition to the core subjects mentioned above, each pupil must opt for **two** further **GCSE** subjects (4 periods per week) chosen from the list below. We recommend that all pupils give strong consideration to choosing a combination of subjects which maintains some breadth, but which also plays to his or her strengths and preferences.

GCSE Courses

Art
Design: Product Design or Graphic Design*
Drama
Food Technology
Geography
History
Theology and Philosophy
German
French
Spanish
Information Technology
Latin or Classical Civilization or Greek*
Music
Physical Education

*[only one of these courses may be chosen]

The precise nature of the ‘blocking’ (the way that the subject choices can be made to fit together in the school timetable) will be determined by the best fit for the greatest number. Although we shall do our best to satisfy everybody, not all combinations will be possible. Accordingly, please list your choices in order of preference as indicated on the form at the end of this document. Space is provided for two reserve choices as ‘insurance’; please fill these in, failure to do so *will be taken to imply no preference among remaining subjects*.

The aims and contents of the GCSE Option Courses, listed alphabetically, are described on the pages that follow. In an increasingly competitive and unpredictable world, it is clearly necessary to try to make sure that choices are as informed and as realistic as possible. Would you please consider the subjects that you will choose on behalf of, and in consultation with, your son or daughter, so as to complete and return the form at the end of this document to his or her Housemaster/Housemistress by the **beginning of the summer term**.

If you would like further advice, please seek the help of the Director of Studies. Also to this end you are invited to meet the masters and mistresses who teach your son or daughter on **Sunday 10 May**, to consult Heads of Department, and to seek the advice and co-ordinating guidance of his or her Housemaster or Housemistress, the Director of Studies and the Head Master. Please bring the forms with you to this occasion if you so desire.

GCSE COURSES

ART & DESIGN

The GCSE encompasses three years and the first year is spent creating a foundation of skills, processes and understandings of how we deliver the course, our facilities and the formal qualities of art. The Coursework and Exam Units are undertaken in the second and third year. The examination board is Edexcel and the course is Unendorsed Art, Craft and Design Full Course and you can find the full specification at:

<http://www.edexcel.com/quals/gcse/gcse09/Art/Pages/default.aspx>

The board requires one extended Coursework component and an Externally Set Assignment with a 10 hour terminal test examination at the end of a preparatory period. There are four compulsory Assessment Objectives that have to be met in each unit: (AO1) Developing Ideas and Analysing Contextual Sources, (AO2) Experimenting with Media, (AO3) Recording Observations and (AO4) Realising a Personal Response making connections with others.

In the Coursework Units pupils are given a range of starting points from which they develop individual paths of discovery whilst in the Exam Unit they will all be set the same title by the Edexcel. They are expected to move between a range of technical disciplines such as painting and drawing, printmaking, sculpture, ceramics, computer generated imagery, photography and textiles in each unit. Drawing forms a foundation skill that is used to gather information as well as idea development. Computers and digital cameras are also used to record information and develop visual ideas quickly. Outcomes are always varied and often involve a variety of mediums. Placing their work in the context of Art History is required and is ever present in their journals. Though this is often articulated in text the pupils are encouraged to use visuals to say what they mean as our individual visual interpretation of words can differ radically.

The Year 9's have a 40 minute prep whilst Years 10 and 11 attend a 75 minute prep session in the Art Department each week.

CLASSICAL CIVILISATION

This course is aimed at boys and girls who wish to explore further the culture of ancient Greece and Rome. Initially, the study of History, Literature (in English translation), Drama, and Art provides an introduction to the working of Greek and Roman society; as GCSE approaches, special topics, for both written examination and course work, are chosen from a wide range of options.

For example:

selections from Greek tragedy - Euripides and Sophocles;
aspects of Greek life - theatre, Olympic games, Sparta;
extracts from Virgil's Aeneid and Ovid's Metamorphoses;
aspects of Roman life - entertainment, religion.

There is almost no subject within the National Curriculum that does not owe something to its Greek and Roman origins, and the general knowledge acquired from a three year study of Classical Civilisation will not only be useful to Advanced level candidates in English, History, Modern Languages, and Art, but is something that enhances the perceptions of educated people.

Third Formers who have done well at Latin will be encouraged to continue their classical studies through that subject rather than through Classical Civilisation, which is essentially for those who find it hard to grasp the detail of a highly inflected language.

DESIGN & TECHNOLOGY

The two courses entitled Design & Technology (D&T) share common aims and assessment patterns, but utilize different materials and specialist facilities. The syllabuses are wide ranging and aim to encourage pupils to develop their designing and making skills, and combine these with knowledge and understanding in the production of high quality products.

The final assessment is based upon one complete coursework project, expected to occupy approximately 40 - 50 hours of lesson time, and worth 60% of the total grade (20% designing, 40% making), and one written examination worth 40%. The courses progressively build the pupils' capability, autonomy, their knowledge and understanding and their awareness and understanding of, and pride in, their own learning.

DESIGN & TECHNOLOGY : PRODUCT DESIGN

The first five terms of the course, based generally in a design workshop, using both short focused tasks and longer projects, will aim to develop a range of both **designing** and **making** skills, to enable pupils to produce high quality products from the three main materials, wood, metal and plastics. The activities will involve a range of contexts in which the pupils will design, make and evaluate products for identified purposes.

The assessable coursework, which will start in the summer term of the Upper Fourth, will involve the production of one complete project, with a thorough and well-presented design folio and a carefully finished product, and the written paper will require pupils to demonstrate their knowledge and understanding of design and the "design process" along with the materials and techniques they use. A range of IT and CAD/CAM facilities, which are continually being updated, are available to be used by the pupils as and when appropriate.

For those who have enjoyed and been successful in their Design and Technology work on the 2nd and 3rd form, Product Design will build on these experiences. The course will provide a good preparation for A-level Design & Technology and will aim to stretch to the limit those with most ability, and serve all others as well.

DESIGN & TECHNOLOGY: GRAPHIC PRODUCT DESIGN

As the title suggests, there are many similarities between this and the Product Design course. The course will concentrate on developing graphical and modelling techniques through short focused tasks and **designing** and **making** projects using a variety of graphic media and dimensions. Opportunities will be available for pupils to develop design activities which arise from their own recognition of a need or problem and they will be required to design, make and modify products for these identified purposes.

The assessable coursework, which will start in the summer term of the Upper Fourth, will involve the production of one complete project, with a thorough and well presented design folio and a carefully finished graphic product. The terminal examination paper will require pupils to demonstrate their knowledge, understanding and level of graphical ability based on a particular design context and utilizing the skills acquired through the focused tasks. A range of IT and CAD/CAM facilities, which are continually being updated, are available to be used by the pupils as and when appropriate.

For those who have enjoyed and been successful in their Design and Technology work on the 2nd and 3rd form, Graphic Product Design will build on these experiences placing rather more emphasis on the development of graphical techniques, producing two and three dimensional models, in both static and dynamic form. The course will provide a good preparation for A-level Design & Technology and will aim to stretch to the limit those with most ability, and serve as well all others.

DRAMA

The course is based on

1. IMPROVISATION
2. learning how to work from a SCRIPT
3. PERFORMING to an audience.

The exam reflects this.

The first two skills are marked in class and the performance is a final exam.

Part One of the exam will be two practical workshops (30% each) marked by the teacher in class. The first will be an improvisation workshop, the second will be based on a scripted play. Your notebooks and diaries will be marked and these marks also taken into account.

Part Two of the exam is a fully staged performance (40%) marked by a visiting examiner. You may offer any artistic or technical skill as well as acting. The play can be scripted or improvised.

Part one can take place at any time in the last two years of the course. Part Two takes place around Easter of the final year.

This is an extremely hands on, practical GCSE with an emphasis on performance and no written exam and no coursework essays. Careful and accurate notes made over the course are vital, however.

FOOD & NUTRITION

The syllabus allows pupils the opportunity to carry out considerable practical cooking as well as gaining a solid knowledge of the theory of nutrition. On average one double period per week is spent in the kitchen. As far as possible and certainly for practical assessments, there will be two teachers available to assist pupils. The two remaining single periods each week are spent on a combination of more formal theory work as well as planning and organising for practical lessons.

The course begins with a revision of basic cooking skills, and culminates at the end of the first term, in preparation for the first piece of assessed coursework for the examination board. Coursework counts for **60%** of the final GCSE grade. We begin the GCSE coursework on the LE year and complete the three smaller pieces, each worth 20 marks, by the summer. The final and largest piece of coursework, the Food Study, which carries 60 marks, is completed during the UF. The Food Study involves the pupils choosing a topic that interests them, which is set by the examination board, and then carrying out their own research into that subject before producing appropriate practical items to support their research in the kitchen and finally evaluating all that they have done. By addressing the coursework components first we are more likely to achieve high marks which count towards their final grade. There is the added advantage that coursework for Food and Nutrition is completed in advance of GCSE coursework in other subjects meaning pupils are less pressurised.

The remaining **40%** of the examination is based upon a written paper which lasts 90 minutes and covers such areas as: Nutrition and Health, Deterioration of Food, Food Choice, Preservation of Food, Food Poisoning, Marketing and Advertising and Consumer Law. The theory course is covered using worksheets and the pupils are also issued with pre-prepared theory notes; this reduces the need for them to make their own notes and ensures pupils have the correct information. Pupils also have lots of opportunities to use other resources for acquiring information such as videos and computer programmes. The use of IT is carefully integrated into the whole course. Plenty of practice at answering GCSE questions towards the end of the course is provided which helps to give pupils confidence and the best possible opportunity to gain a top grade.

SUMMARY OF FOOD and NUTRITION MARK ALLOCATION:

Task 1 = 10%

Task 2 = 10%

Task 3 = 10%

Food Study = 30%

Written Paper = 40%

Food and Nutrition is an important subject which equips pupils with skills that will serve them well for life. It is also one that instils confidence in pupils and in their own ability to achieve. Finally and perhaps most importantly, it is very enjoyable!

FRENCH

By the end of the year, the Third Form will have completed a course in basic conversational French, many will have corresponded with boys and girls from our partner schools in France, and two classes will have had the chance to take part in a study visit to Poitiers. For those who have enjoyed the language and wish to continue it, this introductory course will have provided a solid foundation for GCSE, which gives equal emphasis to speaking, listening, reading and writing. Pupils will also have an opportunity to take part in our annual exchange with Rennes, and members of the UF and GE have regular conversation lessons with the French Assistant. By the end of the GE, pupils will be able to speak and write French with confidence, and they will have a good understanding of the culture of the French-speaking countries.

Our pupils are growing up at a time when languages are more important than they have ever been and French, the first language for over 70 million Europeans, and a world language spoken by 169 million people, has a very special role for English-speakers in particular, since it opens a door into so many cultures and communities across the planet. 47% of those 169 million French-speakers live in North and sub-Saharan Africa for example. Many of our pupils are likely to spend parts of their working lives dealing with people who feel more comfortable in French than English, and a GCSE in the language will be an invaluable qualification.

About a third of those who take French to GCSE at Christ's Hospital will continue it to A-level. Pupils who wish to specialise in, for example, science subjects may decide to combine these with an AS in French, while others will prefer to combine French with subjects such as History, English, Geography, Economics or Business Studies. And of course, pupils who have good ability in languages should think very seriously about taking both French and German to GCSE, and possibly beyond – our 'double linguists' are very important people to both languages departments.

GEOGRAPHY

Individuals confident of their place, both in terms of its physical location and its relationship with other places, with an understanding of the physical and human processes that form them, will develop into informed and active global citizens.

Geography is a subject that draws together aspects from both sciences and the humanities. Moreover, it aids the development of literacy, numeracy and graphicacy, as well as intellectual and social skills. The GCSE course develops an interest in the world around you and in learning about people, cultures, places and environments. It also encourages you to be interested in local and global issues and involves practical work outside the classroom.

The course builds towards the AQA(SEG) GCSE, taken at the end of the GE. Assessment is by written exam (75%) and Coursework (25%). The practical coursework is conducted and completed within the summer term of the UF. Field trips to various locations, such as Brighton, Epping Forest and Euro Disney, form an integral part of the course.

Geography is a subject in which exciting and fascinating developments are taking place and contains skills that employers consider to be important. This discipline encourages pupils to think for themselves and develop both organisational and decision-making techniques; it combines well with many other subjects. Geography is everywhere, enjoy it while you can!

GERMAN

By the end of the year, the Third Form will have completed a course in basic conversational German and will have corresponded with boys and girls from our partner schools in Germany. For those who have enjoyed the new language and wish to continue it, this introductory course will provide a solid foundation for the GCSE course, which gives equal emphasis to speaking, listening, reading and writing. Pupils will also have an opportunity to take part in our annual exchange with Ansbach, and members of the UF and GE have regular conversation lessons with the German Assistant. By the end of the GE, pupils will be able to speak and write German with confidence, and they will have a good understanding of the culture of the German-speaking countries.

Our pupils are growing up in a world in which languages are more important than they have ever been and German, the first language for over 90 million Europeans and the second language for much of Eastern Europe, has an increasingly significant part to play in the ever-expanding European Union. Many of our pupils are likely to spend part of their working lives in Germany or with Germans, and a GCSE in the language will be an invaluable qualification.

About a third of those who take German to GCSE at Christ's Hospital continue it to A-level. Pupils who wish to specialise in, for example, science subjects may decide to combine these with an AS in German, while others will prefer to combine German with subjects such as History, English, Geography or Business Studies.

GREEK

Pupils who show a talent for or interest in languages should consider opting for Ancient Greek which is being re-introduced in September 2009, subject to demand.

The grammar follows very similar lines to that in Latin and pupils are similarly exposed to original Greek authors.

The GCSE examination comprises of Unseen Translation and Comprehension papers and papers containing questions on prescribed verse and prose Greek authors.

Both Latin and Greek require good learning and analytical skills and are highly regarded by universities and employers for their rigour, the breadth of knowledge and vocabulary which are acquired, the powers of analysis and application of knowledge they produce.

They are therefore highly desirable qualifications.

HISTORY
OCR History B (Modern World) 1937

The GCSE History course begins in the LE. It focuses on the tumultuous and traumatic events of the twentieth century which there is now time to study in greater depth, and more coherently, than ever before. The course begins and ends with British History, but its main purpose is to investigate how and why the twentieth century has been dominated by regimes, in Germany and Russia, with the will and unprecedented scope for inflicting evil upon their own populations and those of other countries. It investigates how and why major conflict was avoided in the second half of the century, ending with the uncertain achievements of the Mandela era in South Africa. Pupils will at all stages be encouraged to make connections between the material they are studying and the challenges and threats which will face the world they will grow up in, and about which they, as citizens in a democracy, will be called upon to make decisions.

In the LE pupils will study

1. THE BRITISH EMPIRE 1760-1914
2. THE CAUSES OF THE FIRST WORLD WAR 1870-1914
3. THE FIRST WORLD WAR 1914-1918
4. THE RUSSIAN REVOLUTION 1905-1924: LENIN
5. THE SECOND WORLD WAR 1939-1945

In the UF pupils will study:

1. INTERNATIONAL RELATIONS 1919-1939
2. GERMANY 1919-1945: HITLER
3. THE HOLOCAUST
4. RUSSIA 1924-1941: STALIN

In the GE pupils will study:

1. THE COLD WAR 1945-1974
2. SOUTH AFRICA 1945-1994: MANDELA
3. BRITAIN 1906-1918

INFORMATION AND COMMUNICATION TECHNOLOGY

The IGCSE in ICT from Cambridge

The Information Communication Technology syllabus combines theoretical and practical studies focusing on the ability to use common software applications, including word processors, spreadsheets, databases, interactive presentation software, e-mail, web browsers and website design. Students will develop a greater awareness of how applications are used in the workplace, and consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues. The skills learnt will be useful to them in their work across the curriculum, and will prepare them for future employment and further study. The assessment is through practical examination at the computer and a paper based theoretical exam. There is no coursework in this course as the emphasis is on the development and grounding of skills in software. The IGCSE in ICT provides for an important qualification which illustrates a sound level of computer literacy for those who successfully conclude the course.

LATIN

All pupils have studied the imaginative Cambridge Latin course for the first two years at Christ's Hospital. The G.C.S.E. course extends and incorporates more detailed language work in Unseen Translation and Comprehension, introduces the reading of original Latin literature while continuing to expose pupils to Roman life, thought and civilisation.

The G.C.S.E. examination comprises of papers in Unseen Translation and Comprehension and papers containing questions on prescribed verse and prose Roman authors. All pupils sit the Higher Tier and in recent years have achieved a high percentage of A* and A grades.

MUSIC

The GCSE course is not designed for the specialist musician alone. Its aim is to encourage an appreciation of a wide spectrum of music and musical practices through the three important stages of "creator", "performer", and "listener". It entails the development of

- 1 compositional techniques in any style, whether written or improvised, classical or popular, acoustic or electronic;
- 2 ability as a performer, on any instrument or voice both as a soloist and in ensembles; pupils on the GCSE Music course receive free tuition on their main instrument as part of the course;
- 3 the aural faculties required to write detailed descriptions of, and make informed judgements about, all types of music, classical and popular, western and ethnic.

Both Composition and Performance take the form of internally assessed coursework, but Listening is examined as a written paper through the medium of a CD. Because it takes time to become technically proficient as a singer or instrumentalist, it is important to have had some experience of singing in a choir and/or of playing an instrument.

PHYSICAL EDUCATION

The Physical Education Department offers students the chance to participate in a Physical Education course through to GCSE examination. The programme allows for greater focus and depth of study than the core PE lessons that pupils have been engaged in thus far.

This presents an excellent opportunity for those individuals who have shown particular ability and interest in this area.

The course will contain theoretical and practical aspects and will allow participants to study various areas of performance and associated theoretical principles.

Students will be assessed on their performance in the following areas:

- Knowledge of theoretical topics, by exam at the end of the course

- Practical performance in four activities chosen from many that they study over the three years

- Sports analysis and coaching

- Knowledge of health, safety and training techniques by completing a Personal Exercise Programme.

The course, despite having a 60% practical component, also relies on a pupil's ability to study sport on a theoretical level. Successful completion of the course will enable pupils to opt for PE at AS and A2 level.

SPANISH

This is an exciting time for Modern Languages at Christ's Hospital. Previously offered as an active, Spanish has been available as a GCSE option since September 2008.

By the end of their first year, pupils will have completed a course in basic conversational Spanish which will provide a solid foundation for the GCSE, which gives equal emphasis to speaking, listening, reading and writing. With the introduction of Spanish to the school, there are plans to establish visits to Spain similar to those run by the French and German departments. By the end of the GE, pupils will be able to speak and write Spanish with confidence, and they will have a good understanding of the culture of the Spanish-speaking countries.

Our pupils are growing up in a world in which languages are more important than they have ever been and Spanish, the second most spoken language in the world after Chinese has a very special role for English-speakers in particular, since it opens a door into so many cultures and communities across the planet. It is the first language for over 332 million speakers worldwide, including some 40 million in Spain itself, and 34 million in the US, but with the vast majority in the fascinating diversity and vibrancy of Latin America. Many of our pupils are likely to spend part of their working lives in contact with Spanish speakers or in Hispanic countries, and a GCSE in the language will be an invaluable qualification.

By the time your child will come to choose AS options, Spanish will be firmly established in the school, and we hope to see a strong cohort from Christ's Hospital continue it to A-level. Pupils who wish to specialise in, for example, science subjects may decide to combine these with an AS in Spanish, while others will prefer to combine Spanish with subjects such as History, English, Geography or Business Studies. And of course, pupils who have good ability in languages should think very seriously about taking more than one foreign language to GCSE, and possibly beyond – Our 'specialist linguists' are very important people to all three languages departments.

THEOLOGY & PHILOSOPHY

Changes to A level options in Theology and Philosophy have been accompanied by the introduction of a completely new optional GCSE.

Students who choose TP as a GCSE option will be well-placed to take the more rigorous and increasingly popular Philosophy A Level on completion of the GE.

This GCSE comprises a rigorous and challenging study of philosophical argument and questions of theological interpretation which are addressed from a non-confessional standpoint, affirming the individual worldview of the student and encouraging them to develop their response to the alternative beliefs of others. There will be extensive opportunities for class discussion and sustained use of sophisticated primary texts. Candidates for this exam must be prepared to question their own beliefs and have them challenged, they must be able to read a complex text and respond to it with sensitivity, and they must be prepared to articulate and justify their opinions in the classroom. They should also be prepared to develop a mature style of written argument.

The End of Life Key Question: *Do you have a soul?*

Human nature; the mind-body distinction. Do we have a soul or non-physical mind and if so, how does it relate to body? The implications of these questions for beliefs about life after death.

Equality Key Question: *Is God a woman?*

Issues of gender, race and discrimination. Evangelical faiths and attitudes to other worldviews. Feminism and its implications for understandings of scripture and the nature of God.

Belief about Deity Key Question: *Does God exist?*

Arguments for the existence of God including cosmological, teleological and ontological. The challenges to religious faith posed by psychology and sociology and such thinkers as Marx and Feuerbach. Issues arising from traditional understandings of the nature of God.

Reason and Revelation Key Question: *Are holy books created by human cultures?*

The role and interpretation of scripture. The relation of religious texts to history, politics and culture. The concept of religious experience.

The Problem of Evil Key Question: *Is evil real?*

Offering an account of why suffering occurs. Is evil a real force or a human construct? Examining the challenge from suffering and evil to religious faith.

Medical Ethics Key Question: *What is the value of life?*

The sanctity of life and human dignity. Making difficult decisions about abortion, euthanasia, suicide, animal research and genetic engineering.

Poverty and Wealth Key Question: *How much money should I give away?*

Global society and the role of corporations. The challenges of world poverty. Business ethics. Charity and social action.

Peace and Justice Key Question: *Why do we punish?*

Different accounts of the aims of punishment. A consideration of the criminal and the causes of crime. Responding to crime.