



Specialist Courses for September 2017

A Guide for Pupils and Parents

CHARTERHOUSE

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The Specialist Curriculum

Charterhouse provides pupils with a choice of two complementary courses of study: the IB Diploma Programme or a combination of Pre-U and A Level subjects. Both of these academically rigorous courses prepare pupils effectively for university and enable applicants from Charterhouse to stand out in an increasingly crowded field. Pupils do not sit examinations until the end of the second year of study and this provides valuable additional teaching time. Every opportunity is taken to promote a genuine appreciation of academic disciplines as well as fostering life-long learning.

The virtues of these courses and their grading structures have been widely recognised and very much appreciated by admissions tutors at British universities including Cambridge, Oxford, Imperial and the other prestigious institutions in the Russell Group. Further to this, the IB Diploma Programme benefits from widespread international recognition.

In addition to the courses mentioned above, all Specialist pupils complete a Research Essay or the IB Diploma Programme's Extended Essay as well as a programme of Creativity, Action and Service.

The International Baccalaureate Diploma Programme

Charterhouse is an IB World School and offers the IB Diploma Programme. Since its conception in 1968, this highly reputed course of study has promoted international-mindedness as well as intellectual rigour and academic flexibility. It is likely to appeal to pupils who wish to develop these skills, as well as to those who do not feel ready to specialise in the way that has been traditional in the English system.

Assessment

Pupils study six subjects (including English, a second language, a humanity, a science and mathematics, as well as an arts subject or another language, humanity or science), with three of these taken at Standard Level and three at Higher Level (allowing for greater depth of study in those areas). Up to 7 points are awarded for each subject regardless of the level at which the subject is studied. In addition, three Core points are available for the quality of work in the Theory of Knowledge course as well as the Extended Essay. A total of 45 points is available overall and this allows universities carefully to differentiate an applicant's attributes. It is also a requirement for the award of the Diploma that pupils should satisfactorily complete the CAS programme.

Further information about the IB Diploma Programme, can be found on the Charterhouse website and on the IB's website: <http://www.ibo.org/diploma>.

The IB Diploma Programme at Charterhouse is as follows:

Group	Group Name	Description	Subject
1	Language A Literature	Native Language	English
2	Language A Language and Literature	Native Language	German, Italian
	Language B	Second Language (intermediate)	French, German, Mandarin, Spanish
	<i>Ab Initio</i>	Beginner's Language	Italian, Mandarin (SL only)
	Classical Languages		Latin
3	Individuals and Societies	Humanities	Economics, Geography, Global Politics, History
4	Experimental Sciences	Sciences	Biology, Chemistry, Physics
5	Mathematics	High Proficiency Maths	Mathematics HL
		Intermediate Maths	Mathematics SL
		Post-(I)GCSE Maths	Mathematical Studies SL
6	Arts and Electives	The Arts	Music, Theatre, Visual Arts
		Electives	Business Management, Chemistry (HL only), Economics, French B, History, Spanish B
Core	Theory of Knowledge	Ways of Knowing	
	Extended Essay	Research Essay	Own choice of topic
	Creativity, Action and Service		

Online courses

Charterhouse allows pupils to access up to one online course that is provided by Pamoja Education as part of the IB Diploma Programme – these courses carry an additional fee: Film, Information Technology in a Global Society (ITGS), Philosophy, Psychology and Spanish *ab initio*.

Alternative Group 2 Languages

For a native speaker of a language other than English, it may be possible to replace a Group 2 subject with a school-supported self-taught language A SL course; for those wishing to study a second language other than French, German, Mandarin and Spanish Languages B or Italian and Mandarin *ab initio* then it may be possible to help facilitate the provision of private tuition. *Further details are available from the IB Diploma Programme Coordinator: Mr Rob Paler.*

IB Diploma Programme: Typical Profiles

COURSE	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	EE
Arts	English A HL	Any	Any	Any	Any	Any Arts HL	English A or any Group 6
The course will need to be tailored to suit specific areas of interest, such as literature, or drama etc.							
Law	English A HL	Any	Any Group 3 HL	Any	Any	Group 2 HL or Group 3 HL	Languages or any Group 3
Essay-based subjects to be preferred.							
Languages	English A HL	Any	Any	Any	Any	Group 2 HL	Languages or any Group 3
Consideration should be given to the prospect of joint honours degrees in languages which might be supplemented by another subject.							
Humanities	English A HL	Any	Any Group 3 HL	Any	Any	Any Group 3 HL	Any Group 3
The course will need to be tailored to suit specific areas of interest. Some Psychology courses require Mathematics HL.							
Economics Business Management Politics	English A SL	Any Group 2 HL	Economics HL/SL or Global Politics HL or History HL	Any	Mathematics HL or Mathematics SL	Business Management HL/SL or Any Group 3 HL/SL	Business Management, Economics, Global Politics, Mathematics
Mathematics HL to be preferred for university courses that have a strong Mathematics component.							
Sciences	English A SL	Any	Any	Any HL	Mathematics HL or Mathematics SL	Chemistry HL	Any Group 4
Two HL sciences are to be preferred. Mathematics HL to be preferred, otherwise Mathematics SL.							
Medicine	English A SL	Any	Any	Biology HL	Mathematics HL or Mathematics SL	Chemistry HL	Any Group 4
Mathematics HL is sometimes required by some universities.							
Architecture Engineering Mathematics	English A SL	Any	Any	Physics HL	Mathematics HL	Any Group 4 HL or Visual Arts HL	Design & Technology, Physics, Mathematics or Visual Arts
For Architecture, either Visual Arts or Design & Technology (only available as an Extended Essay) can be useful.							

Pre-U and A Level Courses

Cambridge Pre-U

The Cambridge Pre-U courses were established in 2008 and Charterhouse, along with several other leading schools, was at the forefront of their development. Pupils sat the first examinations in the summer of 2010. In order to take advantage of the best available subject syllabuses, the majority of departments now offer the Cambridge Pre-U. These courses will appeal to those who seek to specialise and will provide pupils with an opportunity to study exciting and challenging material in depth.

Pre-U courses are offered in the following subjects:

Literature in English, Mathematics, Further Mathematics, French, German, Spanish, Latin, Classical Greek, Business and Management, Economics, Geography, History, Theology Philosophy and Ethics, Chemistry, Physics, Art, Design and Music.

A Levels

There are some courses which are not currently offered by Cambridge Pre-U and there are also some subjects for which an A Level has been chosen by a department as the best available course. However, like the Pre-U courses, these subjects are assessed at the end of the second year of teaching.

A Levels (terminally assessed) are offered in the following subjects:

Classics, Government and Politics, Biology and Theatre Studies.

Course Construction

All pupils are required to take four timetabled subjects in the first year of their career as Specialists. They may choose four Full Courses, or three Full Courses and one Short Course. If they choose four Full Courses then these are studied throughout and both Pre-U and A Level courses are terminally assessed at the end of the second year of teaching. Alternatively they may choose one of the Short Courses; these are examined at the end of the first year, enabling pupils to focus more time on their three Full Course subjects during the crucial final year. Short Courses lead to a qualification regarded as the equivalent of half a Full Course subject; it should be noted that qualifications in three and a half subjects are sufficient to satisfy any university's entry requirements, and that careful thought must be given to selection in order to ensure an appropriate workload over two years.

Due to timetable restrictions it is sometimes not possible to change from a Short Course to a Full Course or vice versa.

The following subjects are available as Short Courses: they are automatically encashed and results must be declared:

French, German, Spanish, Classics, Business Studies, Economics, History, Biology, Mathematics and Art.

Assessment

Pre-U courses are graded on a nine-point scale (rather than the five-point A-E scale at A Level). There are three Distinction, three Merit and three Pass grades. The three levels of Distinction grade are equivalent to or beyond that of an A grade at A Level, and so the very best candidates are able to distinguish themselves by gaining higher grades than are available at A Level.

Pre-U Grading	A Level Equivalence
Distinction: D1	Beyond that of an A* grade
Distinction: D2	A* grade
Distinction: D3	A grade
Merit: M1, M2	B grade
Merit: M3	C grade
Pass: P1, P2, P3	Below that of a C grade

Further information about the Pre-U courses can be found on the Charterhouse website and on Cambridge International Examinations' website: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-pre-u/>.

Subject Choices and University Applications

University courses are increasingly flexible and relatively few have specific demands about what subjects are studied in the Sixth Form. Nevertheless, certain courses, particularly at Oxford and Cambridge, do have complex requirements and these should be checked by reference to prospectuses (available in the Higher Education and Careers Library) and university and college websites. These will give full details of requirements for any course that pupils are considering.

UCAS and all universities regard the IB Diploma Programme, Cambridge Pre-U and A Level courses as suitable qualification in preparation for their courses. There is a UCAS tariff that enables universities to equate grades from different courses of study. Although three A Level grades (or their equivalent) will continue to be the norm in terms of university offers, some universities require four subjects at AS Level. This is one of the reasons why the choice of a Short Course will be advantageous for those pupils who wish to focus on three Full Courses in their final year.

The following guidelines on course requirements will also be helpful. The requirements relate equally to IB Diploma Programme and Pre-U or A Level subjects.

Architecture	Mathematics or Physics preferred. Portfolio needed (Art or DT).
Business	Business and Management not necessary but confirms interest in the course.
Computer Courses	Mathematics and Science subjects.
Drama	English and Theatre preferred.
Economics / Finance	Economics is useful. Mathematics often essential and Further Mathematics sometimes preferred.
Engineering	Physics and Mathematics required.
European Studies	Language required.
Food Science	Chemistry and one other science required.
Geology / Earth Sciences	One of Chemistry, Physics and Mathematics preferred.
Health Related	Chemistry and Biology and / or one other science.
History of Art	A subject involving essay writing.
Modern Languages	At least one language.
Medicine / Dentistry	The science requirements for individual medical schools vary significantly and all potential medical applicants must consult the table of requirements on the following website: www.medschoolsonline.co.uk .
Product Design (Art & Design)	Mathematics, DT and Physics preferred.
Psychology	One or more Science or Mathematics subject required.
Sciences	Mathematics helpful.
Veterinary Science	Chemistry, Biology and one other Science or Mathematics subject required.

Oxford and Cambridge Engineering / Science / Mathematics courses will also require Further Mathematics

There is often some debate over subjects being regarded as “hard” or “soft”, referring to more traditional and theoretical subjects in comparison to those with a more contemporary, practical or applied approach. The Russell Group universities make it clear that there is no set definition of a “hard” or a “soft” subject and that pupils studying one creative or applied course in combination with other subjects are unlikely to experience any difficulty when applying to institutions of this kind.

For all UK courses, further advice is available in “Informed Choices” published by the Russell Group Universities: <http://www.russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>.

Tertiary Level Institution Requirements and Recognition

If you have any concerns at all about subject choices with regard to particular university courses or recognition, then please contact the Higher Education and Careers Department.

Although Charterhouse will provide information, advice and guidance, it is the responsibility of the pupil to ensure that the course, subject and level combination are appropriate for entry to tertiary level institutions or for recognition by other bodies.

Subject Availability and Options

IB Diploma Programme

Charterhouse intends to offer all IB Diploma courses as published. If, however, a course does not attract sufficient interest to warrant it running, it may have to be withdrawn. Any affected prospective pupil will be notified as soon as possible if this situation pertains. In addition, the combination of Economics HL and Business and Management HL is not available (although one HL course combined with a SL course in these subjects is acceptable).

Pre-U and A Level courses

With Pre-U and A Level courses, the timetable is constructed on the basis of individual choices made. Every effort is made to satisfy these, but timetabling constraints mean it is not possible to guarantee that all combinations will be possible. Any affected prospective pupil will be notified as soon as possible if this situation pertains. The study of specific periods of history is allocated according to the timetable by blocking and is not able to be specified by the pupil: pupils select History rather than a specific period of history. In addition, the combination of Full Economics and Full Business and Management is not available (although one Full Course combined with a Short Course in these subjects is acceptable).

Once a pupil has completed a Short Course in any Pre-U or AS Level subject, it is usually impossible for a pupil to continue that subject in the second year by transferring to the Full Course because of the different course structures of the two types of courses.

Mathematics and Further Mathematics are considered as two subject choices out of the typical three and a half or four subjects that pupils study.

The Core

All pupils at Charterhouse will develop important skills within their individual subject areas and in the wider community as a whole. Charterhouse believes that it is important for pupils to be able to apply those skills in a variety of contexts and thus all pupils pursue a common core of study: The Research Essay or The Extended Essay, as well as Creativity, Action and Service.

The way that Charterhouse teachers teach encourages critical thinking and reflection. The IB Diploma Programme has a course which specifically seeks to make inter-disciplinary links concerning the subject of knowledge, and so all IB Diploma Programme students will also take a course in Theory of Knowledge.

The Research Essay / The Extended Essay

Pupils have ample opportunity to develop their research skills within individual subject areas but The Research Essay / The Extended Essay allows for those skills to be enhanced, as well as allowing for the exploration of individual topic areas that provoke interest. This 4,000 word essay is an important part of Charterhouse's academic curriculum beyond the confines of subject syllabuses.

During the second term of their first year as Specialists, pupils are required to choose a topic area that might interest them and will warrant further in-depth study. With the support of a supervisor, pupils then research and plan carefully a response to a research question that they themselves construct. The research can be entirely paper-based or it can be laboratory-based for the Sciences.

Initial writings take place at the end of the first year in the Specialists before submission at the beginning of the second year, with some pupils being called forward for a Viva Voce. All essays are then evaluated before a selection of the best are sent to a senior university academic for consideration for the award of a Research Essay prize.

IB Diploma Programme candidates will then submit their essays for the Extended Essay.

Creativity, Action and Service

In order to ensure that all Carthusians follow a balanced and purposeful extra-curricular programme in the Sixth Form, all Specialists will be required to complete a minimum of approximately fifty hours of participation in each of the following areas:

Creativity: The Arts (such as Art, Music and Drama) and any other activity which involves creative thinking or expression, such as making a video, photography, contributing to periodicals, cooking, house décor, Lack of Talent, performing in Club...

Action: Physical exertion contributing to a healthy lifestyle. There is a huge range of sports available at Charterhouse, but Action does not mean just sport: it can include activities such as hill-walking or cycling or environmental projects which are physically demanding.

Service: Unpaid and voluntary activity to benefit another individual, a group or community. Some excellent service projects are already in place at Charterhouse, such as teaching in primary schools, visits to the elderly, working at the Royal Surrey County Hospital, instructing younger cadets in the CCF, acting as House or School Monitors, peer mentoring, volunteering as part of the Duke of Edinburgh's Award Scheme, producing charity concerts...

Specialists are encouraged to come up with their own ideas for CAS activities.

One CAS activity should be a Project, which will involve two or all three elements of CAS (for example, football coaching involves both Action and Service) and collaboration with at least one other person.

Fifty hours represents about an hour a week between September of the first year and March of the second. Time spent on CAS activities in the holidays also counts towards fulfilling the commitment required.

By the end of two years, Specialists will be able to provide evidence that they have increased their awareness of their own strengths and areas for growth; undertaken new challenges; planned and initiated activities; worked collaboratively with others; shown perseverance and commitment in their activities; engaged with issues of global importance; considered the ethical implications of their actions; and developed new skills.

However, CAS is not just about participating in various activities. Specialists will be required to reflect on their experiences so they do not just repeat their mistakes, but make full use of their extra-curricular activities as opportunities for learning. So, with the guidance of their tutor, Specialists will plan their CAS activities and at intervals think about the progress they are making. That thinking will inform the rest of the activity. Planning and reflection will be recorded.

CAS activities may form part of a pupil's commitments in completing the Duke of Edinburgh's Gold Award.

Theory of Knowledge

This course is only available to IB Diploma Programme candidates: it is a compulsory requirement for them.

This course embodies the spirit and approach of the IB Diploma Programme as a whole. With the Extended Essay and Creativity, Action, Service components, it provides the cement that makes the Diploma a coherent and integrated qualification.

Theory of Knowledge (TOK) challenges pupils to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyse evidence that is expressed in rational argument. Based within the six subjects that the students study, it compares and contrasts them, allowing pupils to develop a more mature view of them, in preparation for deeper study.

TOK seeks to develop, for example, the ability to distinguish between good and poor reasoning; to spot intentional or accidental bias (in oneself and in others), and to spot inconsistencies. The application of these skills varies according to subject, and pupils might examine, for example, how reasoning in Mathematics is similar to, and different from, that in the Natural Sciences; or the emotional and/or rational bases for ethical decision making.

In addition to this critical thinking aspect, the course recognises that intellectual tools are double-edged, and encourage certain dispositions such as a willingness to challenge one's own deeply-held convictions, a willingness to hold ourselves to the same standards to which we hold others, and a willingness to entertain opposing views charitably. In this way the course encourages an openness, intellectual honesty and, where appropriate, an intellectual humility.

Pupils will submit an essay on one essay title from a choice of ten pre-released by the IB; they will also give a presentation on a knowledge issue.

The IB Diploma Programme

Group 1
Studies in Language and Literature

Languages A – Literature: English HL and SL

Requirements

The ability and willingness to study literature in English or translated into English is the only requirement: all IB Diploma Programme pupils will study this course.

Outline of the course

The primary aims of the course will be to expose pupils to a diverse range of literary works, including those from other cultures and languages, and to use the study of such works to foster both their personal appreciation of literature and the skilful use of oral and written expression to convey understanding of its methods and concerns. The techniques involved in literary criticism will be honed, focusing on both the ability to examine written text precisely and in depth, and to analyse relationships between different works. The development of these skills should nurture Carthusians' lifelong love and knowledge of literature.

Such aims match the ranging demands of the syllabus components: close reading skills are essential for the literary analysis required for Paper 1 and the individual oral commentary; comparisons between texts will need to be elucidated for Paper 2. The study of Prescribed Literature in Translation will also require pupils to appreciate different perspectives of people from other cultures, and the impact of the time and place in which a work is written. Of course, the assessment criteria for all examinations prize clear knowledge and understanding, and the use of coherent language to express this, both orally and on paper.

There are some distinguishing features of English A – Literature when compared to A Level and Pre-U Literature in English. There is the availability of celebrated texts in translation such as *Madame Bovary*, *One Hundred Years of Solitude*, *Anna Karenina* and *The Trial* which, in addition to the choice of English texts, makes this a genuinely international literature course. Unlike the other qualifications, there is also compulsory oral coursework, which forms an interesting and imaginative aspect of the course.

Combinations with other subjects

English A – Literature combines appropriately with all other subjects. The study of classical and modern languages provides some overlap with developing the analytical skills necessary for studying literary works, as well as promoting the reading of diverse authors, and the precise and fluent use of language. History is also a popular companion subject for English as another essay writing subject that rewards wider reading and rigorous attention to textual evidence.

University courses and careers

Studying literature may lead to university study in language and literature, either singly or in combination with other arts disciplines. It is an ideal preparation for careers in journalism, law, media and teaching. English courses are very popular and a high score in the subject will be required to secure a place in a major university.

Group 2

Language Acquisition

Languages A – Language and Literature: German and Italian

HL and SL

Requirements

This course is only suitable for pupils who are native speakers, who have either German or Italian as either their mother tongue or are bilingual.

Outline of the course

This course is designed for native speakers to enable them to analyse how audience and purpose affect the structure and content of texts, to analyse the impact of language changes and to develop the ability to demonstrate an awareness of how language and meaning are shaped by culture and context. In order to achieve the above outcomes pupils will study a wide variety of text types, of which literary texts will form a key part.

Part 1: *Language in cultural context*

In this part of the course pupils are given the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world and the way in which language shapes both individual and group identity. Pupils will examine the role of language in constructing meaning.

Part 2: *Language and Mass communication*

In Part 2 pupils consider the way language is used in the media. Mass media include newspapers, magazines, the internet (e.g.: social networking), mobile telephony, radio and film. The unit also addresses the issue of how the production and reception of texts is influenced by the medium in which they are delivered.

Part 3: *Literature – Texts and contexts (HL = 3 texts; SL = 2 texts)*

Meaning is shaped by culture and context. Literary texts are not created in a vacuum but influenced by social context, cultural heritage and historical change. Through the close reading of literary texts, pupils are able to consider the relationship of literature to issues at large such as gender, power and identity. Pupils will look at how texts build upon and transform the inherited literary and cultural traditions. The compulsory study of translated texts encourages pupils to reflect on their own cultural assumptions through the examination of work produced in other languages and cultures.

Part 4: *Literature – Critical study (HL = 3 texts; SL = 2 texts)*

Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking carefully at the detail of literary texts, pupils develop an awareness of their rich complexities and the intricacies of their construction.

The ability to analyse, as much as to write as well as to speak fluently, accurately and in a structured manner, are all prized. Unseen analysis and essay responses are complemented by text production exercises as well as oral assessment.

Combinations with other subjects

Languages A – Language and Literature combines appropriately with all other subjects. The study of classical and modern languages provides some overlap with developing the analytical skills necessary for studying literary works, as well as promoting the reading of diverse authors, and the precise and fluent use of language. History is also a popular companion subject for English as another essay writing subject that rewards wider reading and rigorous attention to textual evidence.

University courses and careers

Languages A – Language and Literature: German and Italian are a requirement for access to universities in Germany and Italy respectively. The course may lead to university study in language and literature, either singly or in combination with other arts disciplines. It is an ideal preparation for careers in journalism, law, media and teaching.

Languages B – French, German, Mandarin and Spanish HL and SL

Requirements

Pupils should have had three to five years' exposure to the language before starting on this Specialist course. All pupils studying modern languages at Specialist level are expected to spend time in the foreign country concerned during their holidays: intensive language courses are recommended.

Overview

The course comprises five topics: the three from the Core and two chosen from the five options. At least two aspects will be covered in the course from each of these five topics. Additionally two works of literature will be read at Higher Level.

Core Topics:

- Communication and Media
- Global Issues
- Social Relationships

Options Topics:

- Cultural Diversity
- Customs and Traditions
- Health
- Leisure
- Science and Technology

The course aims to advance listening, reading, writing and speaking skills so that pupils understand and use French / German / Mandarin / Spanish in a range of contexts and for a variety of purposes. They will study a wide range of texts written in different styles and for different reasons in order to acquire an understanding of different types of texts and the ability to apply these criteria in their own writing, so that they can respond appropriately. Apart from developing a command of styles of writing, the material used will at the same time offer insights into different perspectives of people from different cultures. Pupils will also learn to relate their knowledge of the French / German / Mandarin / Spanish language to other areas of knowledge, for example to the ethical implications of scientific advances. They will also be encouraged to use their linguistic knowledge in independent listening, reading and viewing of material in French / German / Mandarin / Spanish to enhance their linguistic skills and to broaden their cultural knowledge and understanding. Their learning experience in class and through their own personal study will also enhance their appreciation of their own culture.

Outline of the course

Paper 1: *Receptive skills*

Text-handling exercises on written texts from the Core.

Paper 2: *Written productive skills*

A writing exercise from a choice based on the Options.

Written Assignment

Writing and reflection tasks.

Oral Assessment

An individual oral based on the Options and three interactive oral activities based on the Core.

Italian and Mandarin ab initio

SL only

Requirements

The ab initio course is designed for students with no previous experience of the language.

Outline of the course

Pupils will be given a thorough basic grounding in vocabulary and grammar according to the prescribed list of topics and linguistic structures in the syllabus. The course will be based on three fundamental areas: language, themes and texts, and these will, where possible, be interconnected and studied concurrently. An element of intercultural understanding will be introduced through the links between the three elements.

Throughout the course, pupils will be taught to understand, interpret meaning in and respond to a variety of spoken, written and visual texts. The initial emphasis will be on developing sufficient confidence linguistically to enable pupils to produce language spontaneously and to be able to tackle texts confidently. Pupils will be encouraged to develop confidence in the use of the language and the ability to communicate clearly their ideas in the target language. Authentic materials will be used where possible, all in relation to the three topic areas of the Individual and Society, Leisure and Work, and the Urban and Rural Environment, which form the basis of the course and of the examination. During the Italian ab initio course, the pupils will become familiar with the everyday life and cultures of the countries in which the language is spoken.

Paper 1: *Receptive skills* (1 hour 30 mins) – 30%

Pupils' responses to a variety of texts will be tested through a range of language exercises e.g.: identifying particular details, interpreting words and phrases, short answer questions, true or false exercises, understanding grammatical features through multiple-choice, chart-filling, gap-filling and summary (both oral and written). All these texts will relate to the three topic areas.

Paper 2: *Productive skills* (1 hour) – 25%

Students will have to do one short writing task from a choice of two, and one extended writing task from a choice of three. Regular tests will be conducted throughout the course to gauge acquisition of language and ensure pupils are able to express and support an opinion in writing. This paper will be practised largely in the second year.

Written assignment: *Receptive and productive skills* – 20%

The written assignment is externally assessed and will be independent work undertaken by the pupils. It will be a piece of writing of 200-300 words, handwritten in the target language in class under the supervision of the teacher. Teachers will guide pupils towards an appropriate title and theme, to come from the three topic areas.

Interactive skills: *Oral* (10 minutes) – 25%

Part 1: Presentation of a visual stimulus (from a choice of two) by the student

Part 2: Follow up questions on the visual stimulus

Part 3: General conversation including at least two questions on the written assignment

Throughout the course, pupils will be encouraged to engage in interactive oral activities and to do collaborative and individual presentations in front of the class.

Combination with other subjects

Languages can be combined with any subject as they are useful for a range of undergraduate courses and later careers.

University courses in Modern Languages

Degree courses in modern languages will generally require students to have taken the relevant Language B HL course. The ab initio course is useful in demonstrating a pupil's ability to grasp new languages and linguistic structures: some languages (i.e.: Mandarin, Portuguese) can be learnt from scratch at university.

Latin **HL and SL**

Requirements

Prior study of the language is vital and three to five years' exposure would be recommended. Studying Latin at this level requires a high level of grammatical awareness and precision with good translation skills from the target language.

Outline of the course

Latin within the IB Diploma Programme is both challenging and rewarding as students are encouraged to develop their language skills and explore many authors and styles before they proceed to study the prescribed ones. This is very much in the nature of the IB course since its philosophy actively encourages breadth. In addition to developing language skills, there are also opportunities for pupils to develop their analytical skills of both language and concept. Relationships between the classical and modern worlds are also highlighted.

The course has two aspects to it: Part 1 (40%) is the unseen element, and Part 2 (40%) is the set text element. SL students will be expected to handle less sophisticated unseen passages and fewer set texts than those studying the HL courses. Both HL and SL pupils will also tackle some coursework element which accounts for 20% of the total mark. The route most students take is the one of making an annotated dossier (a set of notes on primary sources).

Dictionaries are allowed for the unseen part of the exam for both levels. Students will be encouraged to acquire vocabulary but will also be trained to use a dictionary and explore how to translate words accurately by choosing between shades of different meanings in a particular context.

First year: Pupils will improve their Latin language skills by exploring authors like Caesar, Catullus, Ovid, Pliny and Cicero's *In Catilinam I*. Grammar is developed further by tackling more challenging structures than the standard required at GCSE and prose composition will be encouraged at every stage. The study of Roman history and culture is pursued in lessons but also by attending lectures delivered by prestigious lecturers both at Charterhouse and elsewhere. There is always the opportunity for a First Year Specialist to attend a trip to Italy or Greece. Towards the end of the year pupils will be encouraged to begin their research for their coursework.

Second Year: The texts set by the IB are Virgil, Tacitus and Horace. The emphasis will be on developing the translation and literary criticism skills essential for the exam, but also continuing to build on the language work of the First Year. The late Republican orator Cicero will continue to be read as the unseen passages' author for Paper 1.

Coursework:

1. The dossier: This is an excellent way to investigate a particular interest in Classics or the connections between the classical world and architecture, art or literature in any era. Titles can include diverse topics like Augustus' propaganda, Classics and the Renaissance and the Athenian Empire.
2. Prose Composition: This is an opportunity for outstanding linguists to compose a piece of Latin from English into the style of a particular Latin author.
3. Oral Composition: There is also the opportunity to read a passage which will be recorded and produce a written commentary drawing attention to how the student brought out the meaning, feeling and intention of their chosen passage.

Combinations with other subjects

As a result of the fact that the study of a classical language develops skills in the close analysis of data and the systematic application of the rules of grammar, and the study of literature promotes artistic sensitivity, it is commonly combined with languages such as English, French, Spanish, or German, with humanities such as History, and with sciences such as Mathematics and Economics. There are, however, no required or precluded combinations.

University courses and careers

Latin is a highly sought after qualification as it is considered a discipline that encourages analytical thinking and linguistic dexterity. Undergraduate courses that promote these values welcome it.

Group 3

Individuals and Societies

Business and Management

HL and SL

Requirements

There is no requirement to have studied business before taking this subject as part of the IB Diploma Programme. A serious interest in business combined with strong writing and numeracy skills are desirable as is an interest in commercial and current affairs.

Outline of the course

Business and Management is a rigorous, challenging and dynamic subject, offering a holistic view of the world of business that encourages pupils both to think critically about individual and organisational behaviour, as well as to explore global and local business issues, so that pupils know how different cultural perspectives influence business decision-making. The course focuses on the main functional areas of business: marketing; accounting and finance; operations; and human resources. These topics reflect the core of the course and their integration contributes strongly to its holistic nature. Business and Management will also cover management processes and decision making against a backdrop of strategic uncertainty due to economic, social and political change. The interaction of individuals and groups within an organisation are very important; pupils will learn how they can be successfully managed and ethically optimised; the subject is very well placed within the individual and societies area of the IB Diploma.

HL and SL differ in breadth and depth of the coverage, affecting the scope of the assessment.

Paper 1: *Case study*

Responses to a pre-released case study, followed by questions based on additional and related stimulus materials.

Paper 2: *Quantitative focus*

Questions based on stimulus material.

Written Commentary

A commentary to a freely chosen pre-published article.

Combination with other subjects

Business and Management can be linked successfully with almost all other areas of study. However, because Business and Management as well as Economics contain an overlap in content, they are not able to be taken together as two HL courses, but can be combined with one studied at HL and the second study at SL.

University courses and careers

The subject provides an excellent introduction to the study of Business and / or Management at degree level and is an ideal preparation for a wide range of careers.

Economics

HL and SL

Requirements

The key to a good result in IB Economics at both HL and SL is that pupils should be able to think logically. An interest in current affairs, an appreciation of differing international perspectives and the ability to communicate these with others are essential.

It is not necessary to take any particular level of Mathematics as part of the IB Diploma Programme. However those thinking of taking Economics at university will find Mathematics SL the minimum requirement for entry to the best universities.

Outline of the course

The subject is taught in a discursive manner so that those who read newspapers, watch the news and have an international mindset will find it most interesting. There is a strong emphasis on the international perspective and pupils must be willing to consider economic theory from beyond the British perspective. A wide range of ideas and theories are covered in both the HL and SL courses and the ability to bring these together and then apply them to real events from around the globe is essential to success.

Both the HL and SL courses cover the theoretical ideas that are the tools of economic analysis. We will cover the fundamental economic question of the scarcity of resources, how the free market works (demand and supply), how the market fails, and what governments can do to make the economy more efficient. Pupils will also consider the management of the economy from a range of international perspectives and what problems and conflicts economic policymakers encounter. HL pupils will in addition study the problems and benefits of international trade and exchange rates, money and its manipulation, and the economics of industry.

The exam for a SL candidate will comprise data response and short essays. HL candidates will face a greater range of essay questions, additional data response questions and longer essays. Both levels of candidate will have to complete a coursework portfolio.

Combination with other subjects

Economics will work well with a wide range of other subjects and especially those with subjects that require logical thought and an appreciation of the wider world. Carthusians have most commonly had success linking Economics with Mathematics, Physics and Chemistry. Those pupils more interested in the humanities will find Geography and History will support their understanding of Economics. However, because Economics as well as Business and Management contain an overlap in content, they are not able to be taken together as two HL courses, but can be combined with one studied at HL and the second study at SL.

University courses and careers

Careful research of university entry requirements for IB Diploma Programme Mathematics courses is encouraged for those candidates who seek to study Economics at university.

Evidence of ability in languages, coupled with a good understanding of Economics will prove very attractive to both universities and employers.

As well as going on to study for first degrees in Economics, many Carthusians use their acquired knowledge to enter fields such as accountancy, law, business, information technology and political science, or use it as a basis for studying Modern History or Geography.

Geography

HL and SL

Requirements

It is not necessary to have studied Geography before taking the subject as part of the IB Diploma Programme.

Overview

Geography – studying the Earth’s surface features and related human activity – has a vital place in the 21st century curriculum. The subject helps us to understand our own lives in a “global world” and face vital issues such as climate change, the “war on terror”, water, energy and food security and poverty eradication.

Geography offers fascinating insights into the way human and physical processes interact. We hear every day that the world is short of space and that human beings are placing greater and greater demands on the Earth and its systems. However, what causes droughts, floods or hurricanes? Are they “natural phenomena” or the result of human activity? Geography gives us the language and techniques to approach these questions with confidence. By studying real people in real places, Geography shows how daily lives are shaped by local circumstances – not only the physical characteristics of the place, but also the social, cultural, economic and political opportunities and constraints. Geography shows how each local place exists in a regional, national, international and global context.

This is a practical subject, teaching skills young people need across the school curriculum, at home and at work. Geography students learn about map use (including GIS), data analysis, problem solving and ICT. They find out how to work alone and in teams. They work directly in the real world – in “fieldwork”. They gain an awareness of social and environmental responsibility.

Part 1: *Geographic Themes (3 for HL, 2 for SL)*

- Food and health
- Urban environments
- Freshwater – drainage basins
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, sport and tourism

Part 2: *Geographic Perspectives – global change (HL & SL)*

- Population distribution – changing population
- Global climate – vulnerability and resilience
- Global resource consumption and security

Part 3: *Geographic Perspectives – global interactions (HL only)*

- Power, places and networks
- Human development and diversity
- Global risks and resilience

Part 4: *Fieldwork Project*

Pupils undertake one piece of fieldwork related to one of the themes above (maximum 2500 words). Fieldwork is an essential part of the course, promoting the pursuit of a wide range of key skills, including statistical analysis and the use and interpretation of GIS information. It takes place in the local area and during one residential trip, planned to be in North Yorkshire in the middle of the course (4 days). In addition, it is hoped that Specialists will be offered the opportunity to join an optional overseas field trip during their two year course with potential locations being the USA and Namibia.

University courses and careers

Geography complements a variety of other subjects, both arts and sciences and, ideally, in an IB Diploma Programme course, it would be combined with subjects such as Economics as well as Biology. A qualification in Geography is well-regarded and, as a result, can pave the way to a wide range of courses at university.

Global Politics

HL and SL

Requirements

It is not necessary to have previously studied Politics when taking the subject as part of the IB Diploma Programme. What is expected is an interest in the recent developments of key issues such as international relations, terrorism and human rights. An enjoyment of reading about current affairs, and a willingness to learn the theoretical benchmarks that underpin those events will be essential to success.

Overview

The IB Diploma Programme Global Politics course at Charterhouse focuses on contemporary politics in a global context, with particular emphasis on the common theme of “people, power and politics”. The reach of this course is exceptionally broad, but will provide opportunities to establish in-depth understanding of the apparatus of international relations; the tension between human rights and state authority; and the knife-edge upon which the difference between peace and war often resides: all of these topics will be explored within the changing canvas of contemporary events.

Core topics for both HL and SL include: power, sovereignty and international relations; human rights; development; and peace and conflict .

In addition, HL pupils are also required, through a case studies approach, to explore two HL extension topics which will be chosen from the following: environment; poverty; health; identity; borders; and security.

All HL and SL pupils will undertake an engagement activity: this is possibly the most exciting element of the course because it encourages active involvement with a political process, ranging from a local pressure group campaign through to observation of an international war crimes trial, for example.

University courses and careers

Politics is exceptionally useful for pupils considering university courses because it encourages pupils in the subject to be both discursive and engaged with the world around them. Many will go on to study Politics at undergraduate level, but some will opt for related disciplines such as Law, PPE or HSPS.

History HL and SL

Requirements

It is not necessary to have studied History before taking the subject as part of the IB Diploma Programme. What is needed is an interest in the past, an enjoyment of reading, and a willingness to learn the skills associated with writing creatively and analytically.

Outline of the course

The IB Diploma Programme History course at Charterhouse focuses on aspects of World History in the twentieth century. At HL and SL, pupils will study two twentieth century world history topics. One covers the origins and development of authoritarian and single-party states, with particular reference to Italy under Mussolini and China under Mao. The other topic is a history of the causes and effects of war. In addition, pupils will study the prescribed topic, The Move to Global War. In addition, HL pupils will also study European History from 1855 to 1939, focusing on: Imperial Russia (1855-1924), the Origins and Course of World War One, and European States in the inter-war years.

HL and SL

Paper 1: *The Move to Global War* (1 hour)

Four short-answer/structured questions based on source material.

Paper 2: *Single-party states and the causes and effects of war* (1 hour 30 minutes)

Two extended-response questions.

Internal assessment

Historical investigation on any area of the syllabus.

HL only

Paper 3: *Aspects of the History of Europe* (2 hours 30 minutes)

Three extended-response questions.

Combinations with other subjects

History combines well with almost any other subject because it requires both the empirical skills of science and the creative imagination of the arts.

University courses and careers

History is one of the most versatile departure points for pupils considering university courses. Many of our pupils go on to study History at undergraduate level, but some will opt for related disciplines such as Law or PPE. Even those moving into unrelated areas will find that the intellectual skills fostered by the study of History – the ability to analyse, explore and communicate in a clear yet interesting way – will be profoundly useful.

Group 4
Experimental Sciences

Biology **HL and SL**

Requirements

It is advantageous, but not essential, that where a candidate has not completed the IB Middle Years Programme, or sat GCSEs or IGCSEs in Biology or Science, they will have had some exposure to science during the course of their education.

As with all IB courses, it is the learner's mindset that is of primary importance: the individual taking Biology should be inquisitive, hungry to improve their knowledge base, capable of applying their knowledge in the solution of novel problems and able to express their opinions, ideas and understanding to their peers and fellow learners.

Outline of the course

At first glance the course may seem to be a traditional post-16 biology course, covering topics such as biochemistry, ecology, physiology, botany and genetics. The philosophy of the IB makes this anything but a derivative qualification. It is not enough for an IB learner to have a good understanding of a range of biological principles (although this is an objective of the course): the course will also aim to raise the pupil's awareness of how the knowledge has been obtained (through integration with the Theory of Knowledge programme), and of how it is used in a global society once moral, ethical and economic issues are taken into consideration.

The course has a large practical component, with a quarter of the time allocated to the learning of the subject being taken up by experimental work. The development of experimental and investigative skills is a key aim of this Group 4 course.

Both HL and SL courses have a core syllabus giving a broad overview of general biology (cell biology, organisation and function of human organ systems, molecular biology, evolution), Biology HL then adds modules on respiration, photosynthesis and plant science amongst others. Optional topics taken for both Biology HL and SL will focus on further human physiology and neurobiology.

Combinations with other subjects

The requirements to analyse and interpret experimental data will be assisted by the need for the IB learner to continue their studies in mathematics. Chemistry, offered at HL acts as a complementary subject to Biology HL with the organic chemistry component of the former linking with the biochemistry component of the latter. In a similar manner, there will be overlap between the Biology and Geography courses.

University courses and subject combinations

Biology HL along with Chemistry HL is essential for the majority of Medicine, Biomedical and Veterinary Medicine courses. It is often a preferred subject for entry to Biochemistry and Natural Sciences courses.

Chemistry **HL and SL**

Requirements

Although the IB Diploma Programme does not officially require prior knowledge to take Chemistry at either HL or SL, it is advisable that pupils have studied the subject to GCSE / IGCSE or as part of the IB Middle Years Programme.

Outline of the course

IB Chemistry is a pre-university course that allows its graduates to fulfil (UK) national as well as global requirements for university admission; but it goes far beyond this nevertheless important element of the programme. As an experimental science, it provides opportunities for students to acquire the knowledge and skills needed to become an active problem solver and compassionate team worker. Chemistry not only gives pupils the opportunity to explore novel concepts and ideas but, by the very nature of a science, they will encounter opportunities to develop their innate curiosity and encourage their thinking about the make-up of our surrounding world.

The course is designed to introduce pupils to one of the major experimental sciences and aims to instil a love and passion for Chemistry. At the same time it serves as a springboard for further study at tertiary level. The syllabus is divided into theory and practical work for both HL and SL. All pupils will follow a common core syllabus while HL pupils will be exposed to additional material. The subject will be taught with a view to providing a solid foundation in the basics of chemistry followed by the introduction of specific and factual material. The four main pillars of inorganic, organic, physical and analytical chemistry will be covered in a sensible order that allows for seamless transitions between them. It is important that Chemistry is seen as one homogenous subject in which each of the four pillars plays its part towards the whole. Assessment is through a combination of internal exams at the end of each Quarter, terminal written exam papers, assessed practical work throughout the two years and the Group 4 Project. The chemistry course also places some emphasis on the relationship of chemistry with its sister sciences and incorporates epistemological considerations inherent in both the subject and the sciences in general.

Both HL and SL Chemistry demand the study of one option course (consisting of core and additional material) which is assessed in Paper 3 of the final examination. Each pupil may answer questions in any one of the four options approved by the IB.

Experimental and investigative work:

The study of Chemistry necessarily contains a strong practical element. The IB emphasises an applied approach to experimenting and thus seeks to develop personal skills of cooperation, perseverance and responsibility: experiments promote the manipulative skills necessary to carry out investigations with precision and safety. Such an emphasis enables pupils to apply and use a body of knowledge, methods and techniques that characterize science and technology within a global context. To this end, pupils will learn experimental techniques in great depth.

The Group 4 Project is a collaborative, multidisciplinary activity which is designed to bring together the various scientific disciplines and encourage a mutual understanding of them. The work conducted in the Group 4 Project will particularly foster a sense of responsibility, risk-taking and good communication between the team members.

Combination with other subjects

Chemistry HL is offered as a Group 6 Elective which allows for the study of another science in Group 4 at HL or SL.

University courses and careers

Chemistry plays a vital part in the newly emerging fields of molecular biology, bio-organic, bio-inorganic chemistry, nanotechnology and biotechnology.

Physics **HL and SL**

Requirements

Experience suggests that pupils will be able to study Physics at SL with no previous background in the subject. However, for most pupils, especially for those considering studying Physics at HL, some previous experience of Physics would be very helpful. The course builds on the knowledge, understanding and practical skills that are developed in GCSE, IGCSE or the IB Middle Years Programme. Proficiency in mathematics is also very important and students should consider studying Mathematics HL with Physics HL.

Outline of the Course

The study of IB Diploma Programme Physics offers much variety: from skilful experimentation to careful mathematical deduction; from studying the atomic nucleus to looking at the structure of the whole universe; from designing new devices of practical use to inventing new ways of imaging the world; from explaining the simple phenomena of everyday life to making sense of things never seen. The physics covered will provide opportunities for illustrating its use in areas as diverse as medicine, engineering, space exploration, transport, communications, environmental issues and geology. The mathematical requirements are incorporated into the physics: areas covered include vectors, computer modelling, logarithms, sinusoidal and exponential functions.

Pupils studying Physics as their Group 4 subject at HL or SL undertake a common core, internal assessment and some common modules within the options studied. The difference between HL and SL is one of breadth and depth: where HL students study some topics in greater depth, they also study additional topics and extension material of a more demanding nature. Many skills are developed at both levels including critical thinking and analysis. Aspects of the Theory of Knowledge and the international nature of physics will also be emphasized during the course.

Core topics for both HL and SL include: Physics and Physical Measurement, Mechanics, Thermal Physics, Oscillations and Waves, Electric Currents, Fields and Forces, Atomic and Nuclear Physics, Energy, Power and Climate Change. Option courses will include Relativity and Particle Physics and Astrophysics. Additional HL topics will include: Motion in Fields, Thermal Physics, Wave Phenomena, Electromagnetic Induction, Quantum and Nuclear Physics and Digital Technology. HL options will include Astrophysics and Relativity.

Laboratory work will be conducted throughout the course to support the above topics but will also be structured in ways to support the required internal assessment areas of Design, Data Collection and Processing, Conclusion and Evaluation as well as Manipulative Skills. The Group 4 Project will also form part of the laboratory based programme and is the area in which Personal Skills are assessed. The pupils will choose their own topics with appropriate guidance from the subject teachers involved.

Combinations with other subjects

Physics combines well with many subjects, particularly other sciences, including Mathematics, Economics or Geography.

University courses and careers

Physics is much respected by university admissions officers. It is required for the Physical Sciences and Engineering. It is useful for Medicine, given the extent of technology used in that field. The financial institutions appreciate the clarity of thought and numeracy developed by Physics. Lawyers, too, are in need of colleagues with training in science. Physics has much to offer those who want their futures to be involved with practical ways of helping other people and, equally, those who wish to understand nature in as fundamental a way as possible.

Group 5

Mathematics

Mathematics

HL

Requirements

Mathematics HL is the most demanding of the Group 5 courses offered at Charterhouse. Ideally, those choosing to take the course should have achieved a high A* at IGCSE, or equivalent, in order to cope with the pace at which the material will be introduced. The course is suitable for the most confident students of mathematics.

Outline of the course

The course aims to enable pupils to:

- Develop a broad range of mathematical skills and appreciate their application in a wide range of contexts
- Develop an understanding of how different branches of mathematics are connected
- Recognise how a situation may be represented mathematically and understand how mathematical models may be refined
- Use mathematics as an effective means of communication through the correct use of language and notation.

In the Mathematics HL course pupils will be able to explore new mathematical ideas immediately and will be challenged to develop a rigorous, diagnostic approach in the conquering of problems more complex than those that have been previously tackled. Pupils will explore a broad range of topics in Pure Mathematics and Statistics, from complex numbers and matrix algebra to probability distribution and some elementary limit theory, seeing glimpses of the interdisciplinary nature of the subject throughout. Challenges will be made to pupils to think about proof, belief, and intuition and encouragement will be given for pupils to consider the volume and type of evidence required to convince someone of a statement's truth. Pupils will also come to understand the fundamental contrast between an argument that will transfer a conjecture into a theorem and a counterexample that will demonstrate falsehood, while discussing the fascinating, and often downright bizarre, lives of the mathematicians behind the material.

During the course, pupils will have the opportunity to explore a mathematical area of their choice. The subsequent written report will allow them to demonstrate clear communication strategies and will contribute 20% to their final mark. At the end of the course pupils will sit three examinations. The first of these is a non-calculator paper of 90 minutes in length, and the second is of the same length but allows the use of a Graphical Display Calculator. The third paper is an hour long and will be based on Series and Differential Equations.

Combinations with other subjects

Mathematics HL provides excellent support for all Group 4 courses and Economics. It is particularly recommended if pupils have opted for Physics.

University courses and careers

If pupils are considering applying for a university course with a significant mathematical content such as Mathematics, Computer Science, Physics, Engineering, or Economics then the Mathematics HL course will provide excellent preparation. The critical thinking skills that the study of Mathematics helps to nurture will also be welcomed by potential employers.

Mathematics

SL

Requirements

Those who have achieved an A* at IGCSE, or equivalent, should consider a HL or SL course in Mathematics rather than the Mathematical Studies SL course. The typical pupil will have enjoyed previous mathematical studies and have found some interest in and aptitude for the subject. Those who have not reached A* at IGCSE, or equivalent, will find the SL course to be challenging and might well be better suited for Mathematical Studies SL.

Outline of the course

The course aims to enable pupils to:

- Develop a broad range of mathematical skills and appreciate their application in a wide range of contexts
- Develop an understanding of how different branches of mathematics are connected
- Recognise how a situation may be represented mathematically and understand how mathematical models may be refined
- Use mathematics as an effective means of communication through the correct use of language and notation.

The Mathematics SL course will enrich and strengthen current knowledge of algebra, calculus, geometry, and number. It will also introduce pupils to some mathematical techniques such as matrix algebra and statistical methods that are commonly used in fields such as Chemistry, Biology and Psychology. Pupils will discuss the origins of each new mathematical idea and even learn about some of the personal struggles that underpin key breakthroughs in the history of the subject. Questions will arise, such as: Is it acceptable to believe a mathematical statement is true just because a teacher says it is? How can the truth of a mathematical statement be proven? How detailed must a proof be to be considered rigorous? Do we have to assume any fundamental facts in the first place? How stable is a logical edifice that is based on things that are assumed true?

During the course, pupils will have the chance to explore a mathematical area of their choice. The subsequent written report will allow them to demonstrate clear communication strategies and will contribute 20% to their final mark. At the end of the course pupils will sit two examinations. The first of these is a non-calculator paper of 90 minutes in length, and the second is of the same length but allows the use of a Graphical Display Calculator.

Combinations with other subjects

This course provides excellent support for Group 4 subjects and Economics.

University courses and careers

The Mathematics SL course will be suitable for pupils who wish to study a university course, such as Biology, Chemistry, or Psychology, that contains an element of mathematics. The critical thinking skills that the study of Mathematics helps to nurture will also be welcomed by potential employers.

If the choice of a higher education course might include Mathematics, Computer Science, Physics, Engineering, or Economics then Mathematics HL course is better preparation, particularly in the field of Calculus. Indeed, Mathematics HL can sometimes be a requirement for certain courses that are allied to mathematics.

Mathematical Studies

SL

Requirements

Mathematical Studies SL is available to all IB Diploma Programme pupils regardless of their prior qualifications in Mathematics. If Mathematics has previously been a real challenge, then this course will be suitable.

Outline of the course

The course aims to enable pupils to:

- Develop a broad range of mathematical skills and appreciate their application in a wide range of contexts
- Develop an understanding of how different branches of mathematics are connected
- Recognise how a situation may be represented mathematically and understand how mathematical models may be refined
- Use mathematics as an effective means of communication through the correct use of language and notation.

Following the Mathematical Studies SL course will allow pupils to build on a number of areas of mathematics, like algebra, trigonometry, and probability, with which almost all pupils will already be familiar. Pupils will also see some new ideas such as logic and truth tables, bivariate data, and financial mathematics and there will be exploration of the direct and vital everyday applications of mathematics. There will be a discussion of the nature of rigorous argument, assumption, and proof, and pupils will consider the place of numerical evidence in mathematics. During the course there will be an opportunity to produce a mathematical project on a self-chosen subject, giving pupils the freedom to apply the mathematics that has been learnt to an area that interests them. At the end of the course there are two 90 minute examinations, both of which allow the use of a Graphical Display Calculator.

Combinations with other subjects

Mathematical Studies is a SL course suitable for those students studying mathematics as an IB requirement.

University courses and careers

The critical thinking skills that the study of Mathematics helps to nurture will also be welcomed by potential employers. This course should help to hone problem solving strategies, as well as to tackle problems whose solutions are not immediately obvious.

If the choice of a higher education course might include subjects such as Biology, Physics, Chemistry, Economics, or Engineering, then it will be necessary to give consideration to the other courses in mathematics.

Group 6
Arts and Electives

Music **HL and SL**

Requirements

Music (I)GCSE is desirable but not essential for the study of the IB Diploma Programme Music course. However, some understanding of music history and theory is important, as is the ability to play a musical instrument to a satisfactory standard.

Outline of the course

Core Content:

Both HL and SL pupils write a musical investigation comparing two contrasting musical cultures (20%), as well as sitting a musical perception and analysis paper (30%), which involves the study of a set work and the critical analysis of unprepared excerpts.

HL pupils must also follow courses in solo performance (25%) and composition (25%).

Optional Topics:

At SL, pupils have a choice of offering either solo performance, composition or group performance (50%).

There are no optional topics at HL.

Combinations with other subjects

Music will combine with any other subject, but works particularly well with other essay-based subjects and Mathematics.

University courses and careers

University courses in Music would require a Sixth Form qualification in Music, and the IB course offers ample opportunity for preparation for university study. Music is given full academic status by universities and can lead on to a multitude of career opportunities.

Theatre **HL and SL**

Requirements

This is a demanding and interesting subject in which pupils will gain a knowledge and understanding of theatre practice through rigorous academic study, practical participation and as discerning members of an audience. It is not necessary to have taken GCSE Drama before, but any previous theatrical experience will be of value. The key to success is to be equally willing to participate in and understand both the practical and theoretical sides of the course.

Course Outline

The course aims to familiarise pupils with the nature of the art form as it exists throughout the world. Founded on an intensively practical, experiential learning basis, pupils will explore and experiment with the different ideas of historical and contemporary practitioners, playwrights, and theatre companies to develop their own creative vision for the future and their own independence and thought. Pupils will analyse the interacting relationships between the many roles involved in the making of theatre and in the varied types of theatrical performance, as well as the socio-cultural elements that have influenced theatrical traditions and practices. They begin with the inception of personality in theatre and then progress to explore masks, physical theatre, mime, the relationship between text, voice and the body in storytelling, personal and social messaging, gender in performance, the integration of contemporary techniques, culminating in the study of contextual meaning and truth as a shared theatrical experience.

Both HL and SL pupils will be part of an ensemble theatre company. The focus of the course components is the work of seminal practitioners, theoreticians and artists; and cultural traditions from varied areas and continents – as diverse as Ancient Greece, and contemporary Australia and Africa. Supplementary to this will be a range of satellite modules which will examine the work of the actor, director, playwright, designer or stage manager. The course will be delivered to HL and SL pupils simultaneously, the depth of their work differing only in additional levels of exercises and research.

Core:

- *Theatre in the making*: this will explore the process of making theatre rather than presentation.
- *Theatre in performance*: applies the skills and knowledge acquired in theatre in the making and applies these to the performance of theatre. These skills can be deployed adopting the role of performer and as part of a production team.
- *Theatre in the world*: the focus here is on a range of practical and theoretical theatre traditions and cultural practices from around the world.

Assessment:

Theatre Performance and Production Presentation (TPPP) – 25%

HL pupils will make a presentation (HL: 30mins / SL: 20mins) to the teacher and class discussing their involvement in key moments of performance and production, critiquing and reflecting both on their work and on the course as a whole. They will support their presentation with images (HL: 7-10 / SL: 5-7). The presentation will focus on one or two experiences / productions from the course that enable the pupil to reflect on the course in its entirety.

Independent Project Portfolio (IPP) – 25%

In conjunction with a journal, which must record all aspects of the course, the pupil will prepare an independent project portfolio that shows the development of their project and its connection to their practices in the Core syllabus. The portfolio may contain a variety of materials in different formats depending on the nature of the project and the type of reflection it inspires. It should demonstrate the dynamic stages of the creative process, namely – preparation, action and reflection. The SL pupils will create and present an original piece of work and the word count for the portfolio is 2000 words.

The HL pupil has two options:

Option A: Create and present an original piece of work adopting the role of director / theatre maker. Pupils will investigate the process through which ideas are effectively translated into a theatrical performance.

Or Option B: Undertake a practical study of aspects of theatre practice by exploring one or more theatre forms, practitioners, theorists or genres and demonstrate an understanding of these by undertaking a specific, practical role in a performance.

The word limit for the HL portfolio is 3000 words

Research Investigation (RI) – 25%

During the course, the pupil in the role of a literary adviser will undertake a piece of personal research into the production of a specific play or theatre piece. In the shape of a formal essay, the pupil will formulate their own research question and investigate a specific aspect of the play or piece which involves a theatrical practice unfamiliar to the pupil. (HL: 2000-2500 words / SL: 1500-1750 words). The findings of the research investigation should be presented in essay form with supporting textual and / or visual material. In addition, the HL pupil will write a critique of the sources used in the research investigation.

Practical Performance Proposal (PPP) – 25%

From a list of prescribed stimuli, pupils will choose one and adopt the role of director to produce a rationale, outline and detailed description of their ideas for staging a performance. They will have four weeks to prepare this proposal independently of the teacher and class but utilising all appropriate activities undertaken during the course. The form taken for this proposal has two strands, the first being a 'pitch' of the proposal in a maximum of 250 words and the second being supporting visual materials that explain and illustrate the pupil's understanding of the practical artistic process.

Combinations with other subjects

There are natural links with the study of English, languages and the humanities, as well as other artistic disciplines.

University courses and careers

Theatre is a fully-fledged and highly respected IB Diploma Programme course which is accepted at all UK universities and most international universities. Theatre will be acceptable for most Arts, Humanities and Modern Language courses. The breadth of knowledge and experience that can be gained from the course will stand pupils in good stead for almost any career. It should not be viewed as a training to become a professional actor or director but it is a useful foundation for this and related careers, for example the arts, media and film, journalism, education and PA work. It should be noted that Theatre courses at university are particularly competitive and high grades in Theatre and English are likely to be needed to gain offers at the most popular institutions.

Visual Arts (Option A)

HL and SL

Requirements

It is possible to study Visual Arts without having been formally taught an academic course in art. However, a creative impulse and a desire to develop that in a variety of media are essential.

Outline of the course

Option A will be followed which has an emphasis on practical work.

Visual Arts will allow pupils to investigate past, present and emerging forms of the visual arts and will engage in producing, appreciating and evaluating these. Studio work involves practical exploration and artistic production. Pupils will explore painting, drawing, printmaking, sculpture, textiles, photography and film. They will then relate this to broader personal ideas and cultural issues. The investigation work is recorded in workbooks that involve independent contextual and critical investigation.

From the basis of enquiry based learning, pupils will be set individual practical and critical activities that pose particular questions requiring pupils to research, experiment and present ideas practically. As the pupils are working they will be asked to consider the nature of knowledge across their discipline areas: they will act as researchers and pose challenging questions about the nature of art and practice. This approach is central to the experimentation with materials, feeding into practical work and workbooks during lesson time in Studio and furthered through seminars and presentations. Pupils will give regular talks about their work in seminar sessions and learn to pose questions to the participants.

Regular visits to exhibitions at home and abroad are encouraged. Visits to art galleries in the USA, Europe and London are examples of trips taken by past pupils.

Assessment:

Visual Arts assessment will be through a studio based exhibition evaluated by a visiting examiner with a pupil interview. The Candidate Record Booklet will be viewed in relation to the Investigation Workbooks which support and inform the studio work.

In the first six weeks of the course, pupils will be given a number of practical skills to build studio practice. From the outset, they will be given clear instructions on how to complete their A4 workbooks making sure analysis is linked to images, drawings and experiments, thus providing them with the framework to document their creative development. Once a month, a formal collection of the workbooks will take place to assess what needs to be done for improvement.

Combinations with other subjects

Art naturally complements studies in the other artistic disciplines as well as English. Some pupils take the subject in addition to a core of other subjects.

University courses and careers

The department has a reputation for high standards and pupils have regularly obtained places on Higher Education courses in Art and Design, Architecture and History of Art. Art is also acceptable for entrance to other university courses but may not be accepted as one of three academic subjects for some of the more competitive degree courses. An Art Foundation course is recommended for most pupils who want to continue with Art and Design beyond school.

Pre-U and A Level Courses

Art – Full Course Cambridge Pre-U

Requirements

Pupils are expected to have taken Art at GCSE level, or, if they do not have a GCSE then pupils in exceptional circumstances should be able to prove high standards of artistic ability through evidence in a portfolio of personal work.

Outline of the course

The Pre-U course in Art and Design encourages pupils to aim at higher levels than traditional A Levels and equips candidates with the skills to make a success of their subsequent studies at university and art college. The syllabus encourages candidates to develop:

- Abilities imaginatively, creatively, intellectually and innovatively
- Analytical, investigative, experimental, technical and expressive skills
- Confidence, initiative and aesthetic awareness and the ability to make critical judgments
- An understanding of the role of Art and Design over time and in a cultural context; to apply that understanding to a contemporary context and to utilise that knowledge and understanding to inform their own visual experience.

The course encompasses varied and diverse approaches including: painting and drawing, printmaking, sculpture including ceramics, fine art textiles, mixed-media, installation, photography, site specific work, digital film and video.

First Year:

The first year acts as a foundation year where pupils build up a portfolio that demonstrates an in-depth personal series of explorations within the chosen areas of study. There will be perceptive recording, analysis and collation of observations and insights and extensive experimentation with ideas, concepts, materials and processes.

There will also be investigations into the practice of other related artists within a broader cultural / political and personal context. Drawing from life will help develop skills and ways of looking. The portfolio consists of sheets of selected work or equivalent and will be marked internally. Sketchbooks will be used throughout. During the summer vacation pupils can develop a first draft for the evaluative study.

Second Year:

The candidate will produce two main projects:

- An Evaluative Study based on visits to art galleries and museums will be written, exploring a relevant area of interest. It will be at least 3,500 words with visual analysis and links to practical research.
- The Project is based on an externally set brief which will form a focused, informed and personal investigation using techniques and ideas to create an exhibition of artworks in a variety of media showcasing their creative journey.

All pupils will have the opportunity to visit museums and galleries including a trip to New York.

Combinations with other subjects

Art naturally complements studies in the other artistic disciplines as well as Literature in English. Some pupils take the subject in addition to a core of other subjects.

University courses and careers

The department has a reputation for high standards and pupils have regularly obtained places on Higher Education courses in Art and Design, Architecture and History of Art. Art is also acceptable for entrance to other university courses but may not be accepted as one of three academic subjects for some of the more competitive degree courses. An Art Foundation course is recommended for most pupils who want to continue with Art and Design beyond school.

Art – Short Course

AQA AS Level

Requirements

Pupils are expected to have taken Art at GCSE level. Pupils are expected to have taken Art at GCSE level, or, if they do not have a GCSE then pupils in exceptional circumstances should be able to prove high standards of artistic ability through evidence in a portfolio of personal work.

Outline of the course

Pupils will produce practical and contextual work in one or more areas including: painting, drawing, mixed media, sculpture, land art, installation, printmaking, film, animation, television, video and photography.

Each pupil will produce a collection of materials which exemplifies work carried out at AS Level. This will be carefully presented as a portfolio which will demonstrate a development of personal ideas and the exploration of materials and techniques. The work will also be linked to artists' works. Exhibitions will be visited and pupils will be expected to write critical reviews and relate the ideas and contexts to their practical work. There is no restriction on the size of the work produced.

All pupils will have the opportunity to visit museums and galleries including a trip to New York.

Combinations with other subjects

Art naturally complements studies in the other artistic disciplines as well as Literature in English. Some pupils take the subject in addition to a core of other subjects.

Biology – Full Course

CIE International A Level

Requirements

This course builds on the knowledge, understanding and practical skills that are developed in the GCSE and IGCSE courses: most pupils will have sat either Biology as a separate subject, or will have completed dual-award science.

Outline of the course

This linear course is taught over 2 years and examined by means of 4 written papers and a practical assessment sat at the end of a pupil's studies. Course content is subdivided into AS material (examined in the first two written papers) and A2 material (examined in the final papers).

The International A Level syllabus has a breadth of content not seen in other biology courses, reinstating topics lost from UK-based syllabi (such as reproduction in humans and plants) without sacrificing other content, thus ensuring that this course mixes breadth with depth and provides the pupil with a good understanding of a variety of disciplines within the biological sciences: from biochemistry to ecology, from neural science to physiology.

An international theme pervades the course, from the recognition of diseases endemic to foreign shores to the adaptation of organisms to less hospitable environments other than our temperate climate. Issues in modern biology are recognised, such as the role of gene technology in resolving food shortage crises, the need for the maintenance of biodiversity and the importance of maintaining a healthy lifestyle.

There is an important practical component to the course (the Practical Exam and Paper 5 concerning data analysis account for 24% of a pupil's final grade) and pupils can expect to undertake laboratory work on a regular basis.

Combinations with other subjects

There are obvious links with the other sciences and mathematics, as well as Geography.

University courses and careers

Biology at GCE AS or A Level, along with Chemistry, is essential for the majority of Medicine, Biomedical and Veterinary Medicine courses. It is often a preferred subject for entry to Biochemistry and Natural Sciences courses.

Biology – Short Course CIE International AS Level

Requirements

This course builds on the knowledge, understanding and practical skills that are developed in the GCSE and IGCSE courses. It is expected that pupils will have sat either Biology as a separate subject, or will have completed dual-award science.

Outline of the course

The course contains the first half of the International A Level syllabus and is examined by two written papers and a practical exam.

The biochemistry core of the full A Level is retained, along with a detailed discussion of the gaseous exchange, transport and immune systems of humans.

As with the full A Level, assessment of a pupil's practical skills accounts for just under a quarter of the total available marks. Throughout the year, pupils carry out a great deal of practical work and learn new skills in this area: the terminal practical exam assesses pupils' microscope skills and experimental abilities.

Combinations with other subjects

There are obvious links with the other sciences and mathematics, as well as Geography.

Business and Management – Full Course

Cambridge Pre-U

Requirements

There is no requirement to have studied business before starting the Business and Management Pre-U course. A serious interest in business combined with strong writing and numeracy skills are the key prerequisites. Self-discipline and real motivation are also required as pupils will be carrying out more independent learning.

Course outline

Business and Management aims to develop an appreciation of the value of business activity, plus a practical understanding of how businesses operate and why business decision-making is so important. The Cambridge Pre-U course aims to blend academic rigour with the development of practical business skills.

The course covers many relevant contemporary business issues as well as the more classic. Thus, for example, there are topics such as corporate social responsibility, China and India as emerging economic powers, waste management and off-shoring. Pupils will be expected to show a keen interest in business affairs and to show evidence of that knowledge both in the classroom and in their written work. The course also focuses on developing communication and presentation skills vital for future employability. Pupils will be required to write more traditional style open-ended essays in which they must construct an argument drawing theory and real world understanding together. There is also the requirement to write extended answers to questions based on a case study. This tests skills of knowledge, application and analysis.

The course also strongly encourages pupils to become competent and confident in the calculation and interpretation of business data. Financial accounting and numerical decision making techniques form a central part of a business's tool kit.

Pupils will be expected to complete a business investigation (coursework). This will represent 25% of the total mark and will be externally assessed. Pupils will undertake an individual, independent investigation into a business problem faced by an existing small/medium sized business. The organisation may be a sole trader, partnership, or small private limited company. Investigations into a Public Limited Company will not meet the criteria.

Pupils will be expected to find a business that they can visit and where they can carry out their research. Guidance will be offered to support their choice and investigation. They will then produce a report of at least 3000 words.

Combinations with other subjects

Business and Management can be linked successfully with almost all other areas of study. However, because Business and Management as well as Economics contain an overlap in content they are not able to be taken together as two Full Courses, but can be combined as a Full Course and a Short Course.

University courses and careers

Business and Management provides an excellent introduction to the study of Business at degree level.

Business as well as Economics contain an overlap in content whilst having very different assessment objectives: this can be confusing for pupils and so deleterious to their outcomes. For these reasons, these two subjects are not able to be taken together as two Full Courses, but can be combined as a Full Course and a Short Course.

Business – Short Course

OCR AS Level

GCSE requirements

There is no requirement to have studied business before starting the Business AS course. An interest in business combined with strong writing and numeracy skills are the key prerequisites. It is a multi-skilled subject with information presented in written, numerical, graphical and diagrammatic format. Written work will be expected to exhibit confidence in all of these skills.

Course Outline

The AS Business course is designed to be a complete introduction to how businesses operate and the influences affecting their decision making. Pupils will study **two** mandatory units covering:

- The nature of business
- Classification of business
- Business Objectives
- External influences – the economy, legislation, social and political factors
- Marketing
- Accounting and finance
- People in organisations
- Operations management

The specification aims to develop an enthusiasm and interest in business and enable pupils critically to examine business decision making. Pupils will be expected to generate solutions to business problems and demonstrate awareness that business behaviour can be studied from a range of perspectives. Important skills such as decision making, problem solving, challenging assumptions and managing information are developed which are useful in all subjects.

The modules are examined through two papers which use a range of short and long answer questions which relate to business case studies. Paper One uses real business articles to assess understanding of the business objectives and environment. Paper two uses a Pre Issued case study to assess understanding of the business functions. Pupils will be expected to recognise inter-relationships of the four main behavioural functions of business and that for an organisation to be a success in a dynamic and challenging environment; decisions have to be taken in the context of both the organisation's wider objectives and its resources.

Combinations with other subjects

AS Business combines well with all subjects. It will complement the skills required for studying Social Sciences and Arts based subjects. For pupils studying the sciences and mathematics, it will offer a contrast in skills and knowledge providing greater breadth to their studies.

Business as well as Economics contain an overlap in content whilst having very different assessment objectives: this can be confusing for pupils and so deleterious to their outcomes. For these reasons, these two subjects are not able to be taken together as two Full Courses, but can be combined as a Full Course and a Short Course.

Chemistry – Full Course

Cambridge Pre-U

Requirements

As a result of the fact that this course builds on the knowledge, understanding and practical skills that are developed in GCSE and IGCSE, it is expected that pupils will have taken Chemistry at this level.

Outline of the course

Too often Chemistry is seen as a large body of facts that defies straightforward rationalization. This course emphasises the underlying fundamental concepts which unify the subject and seeks to examine them through their application to modern chemical situations. The course is notionally divided into four main sections: physical, inorganic, organic and analytical chemistry. Each section is split into Part A and Part B, with the Part A material providing the foundation in the field and the Part B topics providing appropriate extensions and sometimes more advanced studies.

Chemistry, being the central science and being a mature science, has largely become a collaborative subject for the emerging fields of molecular genetics, biotechnology and nanotechnology. It is in this light that this course aims to teach pupils to be able to solve chemical problems in a variety of scientific contexts. The overall aim is to invoke in pupils a passion for science, to encourage reflection on the nature, history and philosophy of science and to allow the interested and independent pupil to take the subject further with confidence.

Experimental and investigative work

Chemistry is an experimental science and therefore pupils will be engaged in practical work throughout the course. This work has several aims: to reinforce the theoretical content of the syllabus, to instil an understanding of the relationship between experiment and theory in the scientific method and to develop essential manipulative and observational skills. Project work can be highly motivating and pupils are therefore encouraged to complete a practical investigation during the course.

Combinations with other subjects

There is a significant mathematical element to the course and this must be taken into account when choosing to study Pre-U Chemistry. Although not a prerequisite, studying Mathematics is strongly recommended. There are also a number of synergies with the Pre-U Physics course. For pupils planning to apply to read Chemistry at university the best combinations with this course are Mathematics, Physics and Biology.

University courses and careers

The study of Chemistry, with its uniquely wide span within the scientific spectrum, is an excellent way for a pupil to develop their intellect and is the course of choice those wishing to read science in general and Chemistry or related subjects in particular. Pupils will acquire not only a powerful variety of analytical skills for problem solving, but also the ability to analyse critically and to ask pertinent questions. These skills are transferable to almost any context, and are highly valued in the world of commerce, finance, consultancy and law. It is interesting to note that over 50% of chemistry graduates do not work directly in the chemical industry. Chemistry is essential for almost all undergraduate courses in Medicine.

Classical Greek – Full Course Cambridge Pre-U

Requirements

The study of an ancient language at this level is concerned with translation both from and into the target language and also with reading and responding to some of the great works of literature composed in the classical world. Pupils who wish to study Greek as Specialists will require experience of and success in Greek at GCSE.

Outline of the course

The first year will be spent in consolidating and improving language skills and in exposing pupils to a wide variety of Greek literature. Pupils will be introduced to writing in Greek, broaden their vocabulary and practise the analysis of sentences more complex than those they met at GCSE. They will also read widely in a variety of genres, learning the skill of literary criticism, including the writing of essays. They will also extend their knowledge of the history, political institutions and social structure of the ancient world so that they may place their reading in its historical context.

The second year will be spent practising and enhancing the linguistic skills of unseen translation and prose composition, as well as the criticism of unseen passages of verse. Another primary focus of the year will be the close study of two prescribed texts, one in verse and one in prose.

Assessment

Pupils will be prepared for examination in the following four papers:

Paper 1 *Verse literature* (two hours and thirty minutes) – 30%

Candidates will be required to write answers to questions on passages of a prescribed verse text, and also to write an essay on the text as a whole. In addition, they will be required either to write an essay on a prescribed literary theme exemplified by their text, or to answer literary questions on an unseen passage of verse.

Paper 2 *Prose literature* (two hours) – 20%

Candidates will be required to write answers to questions on passages of a prescribed prose text, and also to write an essay on the text as a whole.

Paper 3 *Unseen Translation* (two hours) – 30%

Candidates will be required to translate two passages, one of prose and one of verse, into good English.

Paper 4 *Prose Composition* (one hour and thirty minutes) – 20%

Candidates will be required to translate a passage of English prose into Greek.

Combinations with other subjects

As a result of the fact that the study of a Classical language develops skills in the close analysis of data and the systematic application of the rules of grammar, and the study of literature promotes artistic sensitivity, it is commonly combined with languages such as English, French, Spanish, or German, with humanities such as History, and with sciences such as Mathematics and Economics. There are, however, no required or precluded combinations.

University courses and careers

Pre-U Greek gives excellent preparation for many courses at university. Apart from students of Classics and Archaeology, modern linguists and historians will also find Greek a great support for their studies. As for careers, it has never been true that the study of Classics fits one only to be a Classics teacher. Students of Classics enjoy success in a huge variety of careers from journalism to accountancy, and from management to publishing. The study of Classical languages promotes both analytical rigour and sensitivity to art, thus giving the pupil an enviable preparation for life after school.

Classics – Full Course

OCR A Level

Requirements

There is no need to have studied a classical language or Classical Civilisation at (I)GCSE although either would provide a good background. Those wishing to study Classics who are without any previous knowledge of the classical world are advised to read *In Search of the Greeks* by J. Renshaw and *These Were the Romans* by G. Tingay.

Outline of the course

Classics, the historical study of the ancient Greek and Roman worlds, seen in their Mediterranean and Near Eastern contexts, spans a vast period, from the second millennium BC to the 5th century AD. Over this long stretch of time, the ancient world was richly varied and creative in its political, social, economic and cultural life. Furthermore the classical ancient world stands at the beginning of western civilization, and though remote in time from the present, it is also in many respects peculiarly close to it; many of the fundamental issues of human society which still exercise us today were first formulated in ancient times. The Classics course is based on the study of literary and archaeological sources and much emphasis is placed on their limitations and interpretation. These dynamic cultures have also created an unparalleled number of masterpieces ranging from Homer's *Iliad* to Virgil's *Aeneid*.

The course encompasses both the Greek and the Roman World. In the first year there is a variety of topics that include the growth of the Athenian democracy and address questions regarding its radicalism, but also the growth and development of the Athenian Empire and the way Athens behaved after the defeat on the Persians in 479 BC. From the Roman point of view we look into Augustus' rise to power and his refashioning of the Roman constitution from a republican to a monarchical model. The course examines how Augustus used propaganda to eliminate his opponents and strengthen his image. There are also the possibilities to discover Greek literature by studying Greek tragedy and epic, looking at seminal poets like Homer and dramatists like Sophocles and Euripides. The study of Homer provides a thorough look into the world of heroes and that of drama gives an in-depth analysis of the intellectual revolution happening in Athens during the 5th century BC.

In the second year pupils consider the fall of the Roman Republic, thus covering the period between 100BC and 31BC (Battle of Actium) and also the wars between Greece and Persia. The Roman Republic unravelled under the pressure of empire and the unbridled megalomania of some of its protagonists. A failure to acknowledge some very important social and political problems led to two civil wars, the assassination of a presumed tyrant in 44 BC and the loss of scores of politicians amongst whom was Cicero. On the Greek side we look at the growth of Achaemenid Persia and its clash with Greece. Huge importance is laid on Herodotus' achievement in producing the first history of western mankind in a format which is both factual but also entertaining. The study of this conflict looks at Greek and Persian early relations, the geopolitical balance of powers at the time, the importance of Athens and Sparta, military leaders and famous battles like Thermopylae and Salamis.

Literature is represented by the study of Virgil's *Aeneid* – considered as a masterpiece not only because of the poetic complexity and vivid plot but also because of its philosophical and political undertones. In Book VI we have a very vivid description of life after death where Virgil combines ideas from Plato, the Stoics and other philosophers. The *Aeneid* has even been seen by some to be the national epic of the Romans, heaping praise on Augustus' reshaping of Roman destiny.

There are four modules, two on ancient Greece and two on Rome.

- AS: Augustus and the Principate AND The Growth of the Athenian Democracy (possible modules are also The Athenian Empire, Greek Tragedy in Context or Homer's *Odyssey* and Society).
- A2: Greece and Persia AND The Fall of the Roman Republic (possible modules are also Virgil and the world of the hero or Comic Drama and Aristophanes).

Each unit will be examined in a 90 minute written paper. Each paper will carry 25% of the marks awarded for the whole examination, and will consist of one structured, source-based question and one essay. Depending on the mixture of modules the exam certificate will be either specifically named Ancient History or simply Classics.

Combination with other subjects:

The study of Classics is commonly combined with other Arts and Humanities courses such as English and History. There are, however, no required or precluded combinations.

University courses and careers

An A Level in Classics gives excellent preparation for many courses at university. Apart from students of Classics and Archaeology, students of English and historians will also find an A Level in Classics a great support for their studies. Students of Classics enjoy success in a huge variety of careers from journalism to accountancy, and from management to publishing.

Classics – Short Course OCR AS Level

Requirements

There is no need to have studied a classical language or Classical Civilisation at (I)GCSE although either would provide a good background. Those wishing to study Classics who are without any previous knowledge of the classical world are advised to read *In Search of the Greeks* by J. Renshaw and *These Were the Romans* by G. Tingay.

Outline of the course

Classics, the historical study of the ancient Greek and Roman worlds, seen in their Mediterranean and Near Eastern contexts, spans a vast period, from the second millennium BC to the 5th century AD. Over this long stretch of time, the ancient world was richly varied and creative in its political, social, economic and cultural life. Furthermore the classical ancient world stands at the beginning of western civilization, and though remote in time from the present, it is also in many respects peculiarly close to it; many of the fundamental issues of human society which still exercise us today were first formulated in ancient times. The Classics course is based on the study of literary and archaeological sources and much emphasis is placed on their limitations and interpretation. These dynamic cultures have also created an unparalleled number of masterpieces ranging from Homer's *Iliad* to Virgil's *Aeneid*.

The course encompasses both the Greek and the Roman World. There is a variety of topics that include the growth of the Athenian democracy and address questions regarding its radicalism but also the growth and development of the Athenian Empire and the way Athens behaved after the defeat on the Persians in 479 BC. From the Roman point of view we look into Augustus' rise to power and his refashioning of the Roman constitution from a republican to a monarchical model. The course examines how Augustus used propaganda to eliminate his opponents and strengthen his image. There are also the possibilities to discover Greek literature by studying Greek tragedy and epic, looking at seminal poets like Homer and dramatists like Sophocles and Euripides. The study of Homer provides a thorough look into the world of heroes and that of drama gives an in-depth analysis of the intellectual revolution happening in Athens during the 5th century BC.

There are two modules, one on ancient Greece and one on Rome.

- Augustus and the Principate AND The Growth of the Athenian Democracy (possible modules are also The Athenian Empire, Greek Tragedy in Context or Homer's *Odyssey* and Society).

Each unit will be examined in a 90 minute written paper. Each paper will carry 25% of the marks awarded for the whole examination, and will consist of one structured, source-based question and one essay. Depending on the mixture of modules the exam certificate will be either specifically named Ancient History or simply Classics.

Combination with other subjects:

The study of Classics is commonly combined with other Arts and Humanities courses such as English and History. There are, however, no required or precluded combinations.

University courses and careers

An A Level in Classics gives excellent preparation for many courses at university. Apart from students of Classics and Archaeology, students of English and historians will also find an A Level in Classics a great support for their studies. Students of Classics enjoy success in a huge variety of careers from journalism to accountancy, and from management to publishing.

Design – Full Course Cambridge Pre-U

Requirements

Pupils are expected to have taken a design discipline and / or Art at (I)GCSE level; if this is not the case, then pupils will be asked to submit a portfolio of work to showcase their design capabilities.

Outline of the course

Pupils can choose to study one or a combination of the following design areas:

1. Architectural Design
2. Product Design
3. Vehicle Design
4. Furniture Design
5. Graphic Design

Throughout the design and making process, pupils will enhance their investigative and analytical skills through research, recording, development and the refinement of design ideas. It is anticipated that pupils will thus build confidence in creative and practical skills through consolidated design-based studies and that they will develop a deep appreciation for the commercial design process, as well as understand the relationship between creative ideas and the limitations of working for a client. They will be required to respond imaginatively and meaningfully to stimuli, including historical and contemporary designers and architects working with a wide range of techniques and in different media, developing a range of transferable skills, such as problem-solving and synthesising information.

First Year:

The first year acts as a foundation year where pupils study a range of disciplines and build up a design portfolio that demonstrates creative responses to set briefs. Free-thinking is encouraged, as is experimentation, and pupils are taught to use a wide range of techniques, materials and processes to express their ideas.

There will also be investigations into the practice of both historical and contemporary designers and architects within a broader cultural and political context. Fine art disciplines such as life drawing provide enrichment and help to aid visual and perception skills. Pupils' portfolios will typically consist of drawings, CAD work, sketch modelling and physical prototypes which are all marked internally.

Second Year:

The candidate will produce two main projects:

- An Evaluative Study of at least 3,500 words with a written analysis of a designer or an architect. This component typically evolves from a visit to a museum, architectural practice or workshop that is linked to the pupil's own design research.
- The Project is based on an externally set brief which will form a focused, informed and personal investigation using techniques and ideas to create an exhibition of work using a variety of techniques, showcasing their creative journey and resolution of design specification.

All pupils will have the opportunity to visit museum, design studios and galleries, including an overseas trip.

Combinations with other subjects

Design is an Art and Design Pre-U course and naturally has links with the Art Department. The breadth of study that the course embraces covers the range between the arts and humanities through to science and Engineering.

University courses and careers

Design, in combination with subjects such as Maths, Physics and Art gives pupils a solid preparation to progress onto Higher Education courses such as Architecture, Furniture Design, Graphic Design Product Design, Vehicle Design, Video-game Design, as well as the wide range of more specific design courses available.

Drama and Theatre Studies – Full Course

Edexcel A Level

Requirements

This is a demanding and interesting subject in which pupils will gain knowledge and understanding of theatre practice through rigorous academic study, practical exploration and as discerning members of an audience. It is not necessary to have taken (I)GCSE Drama before, but any previous theatrical experience will be of value. The key to success is to be equally willing to participate in and understand both the practical and theoretical elements of the course.

Outline of the course

Unit 1: *Devising* – 40%

Pupils will develop their creative and exploratory skills in order to devise an original performance. The starting point for this will be a key extract from a performance text and an influential practitioner; pupils may participate as either a performer or a designer. This component is internally assessed and externally moderated. There are two parts to the assessment, firstly as a performer or designer in the piece (20 marks) and secondly a portfolio, between 2500 and 3000 words in length, explaining the creative process (60 marks).

Unit 2: *Text in Performance* – 20%

The knowledge and understanding acquired in Component 1 will be applied here to interpreting a key extract from two performance texts. In the first element of the component, the pupils as a group will perform one key extract from a published script. In the second element, pupils will present either a monologue or a duologue. For both elements there is the choice of being either a performer or a designer. This component is externally assessed by a visiting examiner.

Unit 3: *Theatre Makers in Practice* (two hours and thirty minutes) – 40%

This is a written examination requiring pupils to consider, analyse and evaluate how different theatre-makers create impact. Pupils will practically explore texts and practitioners in order to demonstrate how ideas for performance might be realised from page to stage. In addition, pupils will also critically analyse and evaluate their experience of a live theatre performance. The paper is in three sections:

- An evaluation of live theatre.
- Page to stage: responding to an unseen extract from their chosen performance text, pupils will be asked to consider its possible staging and its intended impact on the audience.
- Interpreting a performance text in the light of one practitioner.

Combinations with other subjects

There are natural links with the study of English, languages and the humanities, as well as other artistic disciplines. That said, some pupils take Drama and Theatre Studies in conjunction with a Science, Business Studies or Politics as the course covers literary analysis, history, significant artistic movements, social and political contexts to name but a few.

University courses and careers

Drama and Theatre Studies is a fully-fledged A Level which is accepted at all universities; it will be accepted for most arts, humanities and modern languages courses. The breadth of knowledge and experience that most pupils will gain from this course will stand them in good stead for almost any career. However, it should not be viewed as a training or preparation for the theatrical profession; whilst some pupils do apply to Drama School, most will opt for university courses. The subject demands a great deal of an individual and ‘pulls’ them in a number of different directions. The confidence, team building skills and breadth of approach are invaluable in all walks of life.

Economics – Full Course

Cambridge Pre-U

Requirements

The keys to a decent result at Pre-U Economics are:

- The ability to think logically
- An interest in current affairs;
- The ability to communicate these to the examiner.

The subject is taught in a discursive manner so that those who read newspapers and watch the news will find it most interesting. Assessment is based on a combination of data response, supported choice and essay type questions. It is certainly not necessary to take Mathematics as a Specialist to achieve a high grade in Economics.

Outline of the course

The first year covers the theoretical ideas that are the tools of economic analysis. Pupils will cover the fundamental economic question of the scarcity of resources, how the free market works (demand and supply), how the market ‘fails’, and what governments can do to make the economy more efficient. The second area to be covered will be the management of and problems faced by the UK economy at the start of the 21st century. The second year consolidates and expands the theory that has been encountered in the first year. This will allow a greater depth of study in a number of areas such as development economics and theory of the firm. There is also a research paper. China and the world economy are the most interesting and probably the most important Economic issue that Carthusians will face in their lifetime.

The exam comprises three papers:

Paper 1 Multiple choice, data response and short answer

Paper 2 Essay paper

Paper 3 Paper on researched topic

Combinations with other subjects

Economics can be linked successfully with almost all other areas of study. Many Carthusians combine social science with physical science e.g. Economics with Physics and Chemistry. Economics with Mathematics is a particularly appropriate choice. The more traditional amalgam of Economics/ History/ Politics/ Geography is still one followed by many. Modern Languages with Economics makes a useful career-orientated combination.

However, because Economics as well as Business and Management contain an overlap in content, they are not able to be taken together as two Full Courses, but can be combined as a Full Course and a Short Course.

University courses and careers

As well as going on to study for first degrees in Economics, many Carthusians use their acquired knowledge to enter fields such as accountancy, law, business, information technology and political science, or use it as a basis for studying History or Geography. Economics opens up a wide range of career paths. It should be noted that A Level Mathematics (or equivalent) is a prerequisite for the study of Economics at all the best UK universities. Indeed, candidates would be at an advantage if they were also to take Further Mathematics.

Economics as well as Business contain an overlap in content whilst having very different assessment objectives: this can be confusing for pupils and so deleterious to their outcomes. For these reasons, these two subjects are not able to be taken together as two Full Courses, but can be combined as a Full Course and a Short Course.

Economics – Short Course

Edexcel AS Level

Requirements

The aim of AS Economics is to give an introduction to the ideas that drive individuals, firms and governments to make choices. It is suitable for anyone who has an interest in current affairs and the UK economy and the ability to think logically.

The subject is taught in a discursive manner so those who read newspapers and watch the news will find it most interesting. Assessment is based on short answer data response questions rather than the essays that form the core of the Pre-U. The course will be taught over one year for eight hashes a week.

Outline of the course

The course is divided into two parts:

Paper 1 This covers the working of the market mechanism in relation to particular markets, for example commodities, labour or stock market. Pupils consider the range of ways in which markets may fail; understand the implications of market failure for individuals, firms and government.

Paper 2 This covers the overall UK economy considering such matters as the measures of the recession and its causes. Pupils study the main UK policy instruments such as interest rate changes and the impact of government spending.

Combinations with other subjects

Economics as well as Business contain an overlap in content whilst having very different assessment objectives: this can be confusing for pupils and so deleterious to their outcomes. For these reasons, these two subjects are not able to be taken together as two Full Courses, but can be combined as a Full Course and a Short Course.

English Literature – Full Course Cambridge Pre-U

Overview

The syllabus is designed in the hope that it will encourage students to read both closely and widely, beyond the demands of assessment, to enjoy their reading and to be able to debate their responses to it. There are four elements of the course, each worth 25% of the overall grade; assessment of all units takes place at the end of the second year of study; there are three examined units (Papers 1-3) and one essay, known as the Personal Investigation. The number of set texts is relatively small, allowing time to be devoted to their detailed study as well as facilitating the wide-ranging study of different works of literature from across the centuries: candidates are expected to develop a broad knowledge of literature in preparation for the Comment and Analysis paper and their independent study of at least four works for the Personal Investigation.

The four elements of the course are:

Poetry and Prose (two hour examination)

This paper is based on set texts studied during the course. Pupils will be examined on one pre-1900 text from one genre and one post-1900 text from the other genre. The list of authors for the poetry includes Chaucer, Milton, Herbert, Wordsworth, Jennings, Auden, Les Murray and Seamus Heaney; the prose texts are *Emma* (Jane Austen), *Jane Eyre* (Charlotte Brontë), *Joseph Andrews* (Henry Fielding), *The Woman in White* (Wilkie Collins), *The Remains of the Day* (Kazuo Ishiguro), *To the Lighthouse* (Virginia Woolf), *Cat's Eye* (Margaret Atwood) and *Dubliners* (James Joyce).

Drama (two hour examination)

This paper is based on set texts studied during the course. It involves the study of one Shakespeare play and one other drama text. Two questions are set on each text: one passage-based and one essay; candidates must answer at least one passage-based question. The set texts for Shakespeare are *Hamlet*, *Othello* and *The Winter's Tale*; the Section B set texts are *The Rover* (Aphra Benn), *The Alchemist* (Ben Jonson), *Top Girls* (Caryl Churchill) and *Waiting for Godot* (Samuel Beckett).

Comment and Analysis (two hour fifteen minute examination)

Candidates answer one compulsive comparative question and one other question from a choice of two on individual texts. Each question requires a response to a previously unseen passage. The paper will include at least one example of poetry, prose (fiction or non-fiction) and drama, with at least one of the texts being written before 1800. Questions will require close study of the language and style of the passages. The time allowed includes fifteen minutes for reading and annotation.

Personal investigation (internally set project, externally marked)

One essay of up to 3500 words will be required which makes significant comparison between two authors. At least two whole texts by two different authors must be studied as principal texts, with reference to at least two further subsidiary texts. Exploration may be by theme, genre, period or other appropriate concept. It is hoped that this will allow the deepening of individual interests and enthusiasms, and that it will prepare pupils for more advanced academic work in readiness for university study. The title and scope of the personal investigation must be individual to the candidate; teachers assist with preparation for writing the essay, but cannot read or comment on any drafts.

Combinations with other subjects

Literature in English combines appropriately with all other subjects.

University courses and careers

The skills acquired whilst studying Literature in English are highly-prized by universities. Studying English is excellent preparation for any university course and particularly those which require analytical writing. The study of English at Pre-U may lead to university study in language and literature, either singly or in combination with other arts disciplines. It is an ideal preparation for careers in journalism, business, law and the media. English courses are very popular and a high grade in the subject will be required to secure a place in a major university.

Geography – Full Course

Cambridge Pre-U

Requirements

It is not necessary to have studied GCSE Geography before taking the subject as a Specialist.

Overview

Geography – studying the Earth’s surface features and related human activity – has a vital place in the 21st century curriculum. The subject helps us to understand our own lives in a “global world” and face vital issues such as climate change, the “war on terror”, water, energy and food security and poverty eradication.

Geography offers fascinating insights into the way human and physical processes interact. We hear every day that the world is short of space and that human beings are placing greater and greater demands on the Earth and its systems. However, what causes droughts, floods or hurricanes? Are they “natural phenomena” or the result of human activity? Geography gives us the language and techniques to approach these questions with confidence. By studying real people in real places, Geography shows how daily lives are shaped by local circumstances – not only the physical characteristics of the place, but also the social, cultural, economic and political opportunities and constraints. Geography shows how each local place exists in a regional, national, international and global context.

This is a practical subject, teaching skills young people need across the school curriculum, at home and at work. Geography students learn about map use (including GIS), data analysis, problem solving and ICT. They find out how to work alone and in teams. They work directly in the real world – in “fieldwork”. They gain an awareness of social and environmental responsibility.

Outline of the Course

Four compulsory components taken at the end of the two-year course; there is no coursework element in this Pre-U course:

Paper 1 *Global Environments*

Section A

One from Arid and Semi-Arid Environments; Glacial and Periglacial Environments; Coastal Environments.

Section B

One from Tropical Environments; Temperate Grassland and Forest Environments; The Atmospheric Environment.

Paper 2 *Global Themes*

Section A

One from Migration and Urban Change; Trade, Debt and Aid; People, Place and Conflicts.

Section B

One from Energy and Mineral Resources; The Provision of Food; Tourism Spaces.

Paper 3 *Geographical Issues*

Section A

Two from Tectonic Hazards; Hazardous Weather; Hydrological Hazards.

Section B

Two from Crime Issues; Health Issues; Spatial Inequality and Poverty Issues.

Paper 4 *Research Topic*

In preparation for this paper, candidates need to have carried out a research investigation (including fieldwork), on one of three prescribed topics, e.g. Fluvial Geomorphology, Environmental Degradation or Retail Patterns.

Fieldwork

This is an essential part of the course and will constitute a two-day trip for the purpose of data collection in readiness for Paper 4, as well as a trip to the London 2012 Olympic Park and other local trips in addition to this. These trips provide opportunities for the pursuit of a wide range of key skills, including statistical analysis and both the use and interpretation of GIS information. In addition, it is hoped that Specialists will be offered the opportunity to join an optional overseas field trip during their two year course with potential locations being the USA and Namibia.

University courses and careers

A qualification in Geography is well-regarded. It complements a variety of other subjects, both arts and sciences and, as a result, can pave the way to a wide range of courses at university. For geographers considering such courses, there is an annual visit to the Geography Department of a leading local university (e.g. Oxford, UCL, Royal Holloway). Also, lectures by leading academics are organised by the Department and the Guildford Geographical Association.

Government and Politics – Full Course

Edexcel A Level

Requirements

Since assessment is based on written papers, containing structured questions and essays, an ability to write clearly in well-structured prose is desirable. The course will appeal to pupils who are interested in debate and those who relish the combination of following domestic current affairs with a simultaneous focus on the development of political thought, mainly from the 18th century onwards. Political thought will be studied through a focus on topics ranging from, for example, nationalism through to multiculturalism and socialism through to anarchism.

Outline of the course

The A Level course focuses on the government and politics of the United Kingdom and the key ideologies that underpin modern politics. The following aspects of the United Kingdom and the United States will be studied: representation, participation, citizenship, elections and electoral systems, voting behaviour, political parties, constitutions and the institutions of government (the legislative, executive and judicial branches). From the beginning of the first year, the course will focus on the key issue of representation in the politics of the United Kingdom, and ideologies such as conservatism, liberalism and socialism; this will allow key links to be made between the direction of contemporary political parties and the beliefs that underpin them. As domestic politics moves away from the era of consensus, this has significant contemporary relevance.

Over the two year course, as far as is possible, topics will be studied to coincide with the political cycle of the United Kingdom. This feature of the course, together with opportunities to listen to visiting speakers at Charterhouse, to attend major party conferences and to visit the seat of government in London, help to bring the subject matter to life and to make it a truly contemporary study of the subject. To coincide with the launch of IB Global Politics, preparations are also being made to launch a Politics Trip to Cuba in order to focus on both socialism and international relations.

Assessment is through four examination papers; there is no coursework.

Combinations with other subjects

The course in Government and Politics combines with all subjects offered at Charterhouse. Popular combinations in the past have included Economics, History, English and Languages although the subject can also complement other subjects like Maths and the Sciences due to the analytical nature of the course.

University courses and careers

Government and Politics is regarded as a strong academic subject with pupils going on to pursue a wide range of courses at university, particularly social sciences, History or Law. The study of the key ideologies will also serve to confirm interest in courses such as PPE and HSPS, although it is not a pre-requisite for application.

History – Full Course Cambridge Pre-U

Requirements

It is not necessary to have studied (I)GCSE History before taking the subject as a Specialist.

Outline of the course

The syllabus consists of four components:

1. History outlines
2. History outlines
3. Special Subject
4. Personal Investigation

The first two components will be taught in the first year. They will both involve the study of a substantial period of History (approximately 100 years) from two different geographical areas and will be examined by papers, each requiring the candidate to write three essays in 2¼ hours, at the end of the second year.

The third component, taught in the second year, is the study of a topic in depth, based on original documents. It will be examined by a two-hour paper. The first section of this paper is a document commentary exercise, the second an essay written with reference to original documents.

The fourth component will be an essay of 3,500 – 4,000 words on a topic of the candidate's choice, supervised by the History Department and written during the second year.

The Department will offer courses in the medieval, early modern and modern periods. Topics to be offered include the Crusades, the English Civil War, the French Revolution, modern China, and the Civil Rights movement in the United States. It should be noted that the course that each pupil will take will entirely depend on the timetabling arrangements for that academic year: pupils should be of the mindset that they are studying

Details of the courses will be made available to pupils in May, when they will be invited to express a preference for the course they wish to follow.

Combinations with other subjects

History combines well with almost any other subject because it requires both the empirical skills of science and the creative imagination of the arts.

University courses and careers

History is one of the most versatile departure points for pupils considering university courses. Many of our pupils go on to study History at undergraduate level, but some will opt for related disciplines such as Law or PPE. Even those moving into unrelated areas will find that the intellectual skills fostered by the study of History – the ability to analyse, explore and communicate in a clear and interesting way – will be profoundly useful.

History – Short Course

AQA AS Level

Requirements

It is not necessary to have studied (I)GCSE History before taking the subject as a Specialist.

Outline of the course

The syllabus consists of two components, each one focusing on a period of historical change. The components on offer will depend on timetabling and staffing constraints, but are likely to be **two** of the following:

- The Wars of the Roses, 1450-1471
- Tsarist and Communist Russia, 1855-1917
- The Crusading movement and the Latin East, 1095-1204
- The Norman Conquest, 1060-1087
- The Reformation in Europe, 1500-1564
- The Church in England, 1529-1547
- The USA, 1890-1945
- The Civil Rights movement in the USA, 1950-1968

More details of the exact courses on offer will be available in May.

Combinations with other subjects

History combines well with almost any other subject because it requires both the empirical skills of science and the creative imagination of the arts.

Latin – Full Course Cambridge Pre-U

Requirements

The study of an ancient language at this level is concerned with translation both from and into the target language and also with reading and responding to some of the great works of literature composed in the classical world. Pupils who wish to study Latin as Specialists will require experience of and success in Latin at GCSE.

Outline of the course

The first year will be spent in consolidating and improving language skills and in exposing pupils to a wide variety of Latin literature. Pupils will be introduced to writing in Latin, broaden their vocabulary and practise the analysis of sentences more complex than those they met at GCSE. They will also read widely in a variety of genres, learning the skill of literary criticism, including the writing of essays. They will also extend their knowledge of the history, political institutions and social structure of the ancient world so that they may place their reading in its historical context.

The second year will be spent practising and enhancing the linguistic skills of unseen translation and prose composition, as well as the criticism of unseen passages of verse. Another primary focus of the year will be the close study of two prescribed texts, one in verse and one in prose.

Assessment:

Candidates will be prepared for examination in the following four papers, all of which are sat at the end of the second year:

Paper 1 *Verse literature* (two hours and thirty minutes) – 30%

Candidates will be required to write answers to questions on passages of a prescribed verse text, and also to write an essay on the text as a whole. In addition, they will be required either to write an essay on a prescribed literary theme exemplified by their text, or to answer literary questions on an unseen passage of verse.

Paper 2 *Prose literature* (two hours) – 20%

Candidates will be required to write answers to questions on passages of a prescribed prose text, and also to write an essay on the text as a whole.

Paper 3 *Unseen Translation* (two hours) – 30%

Candidates will be required to translate two passages, one of prose and one of verse, into good English.

Paper 4 *Prose Composition* (one hour and thirty minutes) – 20%

Candidates will be required to translate a passage of English prose into Latin.

Combinations with other subjects

As a result of the fact that the study of a Classical language develops skills in the close analysis of data and the systematic application of the rules of grammar, and the study of literature promotes artistic sensitivity, it is commonly combined with languages such as English, French, Spanish, or German, with humanities such as History, and with sciences such as Mathematics and Economics. There are, however, no required or precluded combinations.

University courses and careers

Pre-U Latin gives excellent preparation for many courses at university. Apart from students of Classics and Archaeology, modern linguists and historians will also find Latin especially a great support to their studies. As for careers, it has never been true that the study of Classics fits one only to be a Classics teacher. Students of Classics enjoy success in a huge variety of careers from journalism to accountancy, and from management to publishing. Because the study of Classical languages promotes both analytical rigour and sensitivity to art, it gives the pupil an enviable preparation for life after school.

Mathematics and Further Mathematics

There are three courses offered in the department all of which take GCSE / IGCSE as their starting point. These courses are all described below. In all cases it is the policy of the Department to teach in groups divisioned by ability wherever possible. None of these courses involves coursework.

The courses aim to enable pupils to:

- Develop a broad range of mathematical skills and appreciate their application in a wide range of contexts
- Develop an understanding of how different branches of mathematics are connected
- Recognise how a situation may be represented mathematically and understand how mathematical models may be refined
- Use mathematics as an effective means of communication through the correct use of language and notation.

Mathematics (Single Mathematics) – Full Course Cambridge Pre-U

This is a two year course covering the following topics: Algebra, Geometry, Calculus, Mechanics, Statistics and Probability. The course will lead to the Cambridge Pre-U qualification Mathematics (9794)

Mathematics and Further Mathematics (Double Mathematics) – Full Course Cambridge Pre-U

This is a two year course, often called Double Mathematics, leading to two Cambridge Pre-U qualifications in Mathematics (9794) and Further Mathematics (9795).

This course has twice the amount of teaching time as Single Mathematics. It is particularly suitable for students who are interested in Mathematics, Computing, Physics, Engineering or Economics and who are considering applying to a top university for one of these subjects. The course covers the same topics as the single mathematics course but does so in considerably more depth and the skills that are so developed are highly valued by top universities.

Combinations with other subjects

Mathematics may be combined successfully with all other subjects.

University courses and careers

Universities and employers value the academic training that Mathematics provides and areas such as Law or Computing consider the logical training provided by Mathematics as extremely helpful. Mathematics is essential for most Science, Engineering and Economics courses. Nowadays even the best universities have relatively few pupils with a good mathematical background applying to them and such pupils (particularly Double Mathematicians) tend to receive many attractive offers from universities and, later on, from employers.

Mathematics – Short Course

Edexcel AS Level

This course will develop the ideas of Algebra, Geometry, Calculus, Statistics and Probability. The course is suitable for pupils who want to carry on with some Mathematics as a Specialist but do not envisage studying Mathematics, Computer Science or Economics at university. Having AS Level Mathematics will be an advantage for Science, Engineering, Geography, Business, Architecture and a variety of other university courses for applicants who do not wish to study Mathematics as a Full Course subject.

Combinations with other subjects

Mathematics may be combined successfully with all other subjects.

Modern Languages – French, German and Spanish

Requirements

Pupils should have taken a GCSE in the language before starting on the Specialist course. All pupils studying modern languages at Specialist level are expected to spend time in the foreign country concerned during their holidays: intensive language courses are recommended.

French, German and Spanish – Full Courses Cambridge Pre-U

Overview

The syllabus seeks to immerse pupils in authentic language and culture. Pupils are encouraged to learn in context through engagement with the culture by means of authentic media (press, radio, television, and Internet).

Outline of the course

Paper 1 *Speaking*

Candidates discuss a newspaper article and matters arising from it. In the second part of this exam candidates discuss a prepared topic related to the history, current affairs, or culture of the areas of the world where the target language is spoken.

Paper 2 *Reading and Listening*

Candidates answer comprehension questions in both the target language and in English in response to audio and written material. They are also required to translate a passage from English into the target language.

Paper 3 *Writing and Usage*

In this paper, candidates write one discursive essay in the target language from a choice of five titles. Examples of topics included in the syllabus are: human relationships, patterns of daily life, food and drink, equality of opportunity, war and peace, medical advances, environment, cultural life/heritage, and religion and belief. In the second part of this paper candidates are tested on their grammatical knowledge of the target language.

Paper 4 *Topics and Texts*

Part I: Cultural topics

Candidates prepare two texts / films for an essay to be written in the target language.

Part II: Literary texts

This part of the examination tests a candidate's understanding of a work of foreign literature and their ability to analyse either an excerpt from the text or an abstract question relating to the text in depth. It is written in English.

French, German and Spanish – Short Courses Cambridge Pre-U

These courses are examined at the end of the first year as a Specialist.

Paper 1 *Prepared topic discussion*

Candidates discuss a prepared topic related to the history, current affairs or culture (including art, cinema, literature and traditions) of the areas of the world where the target language is spoken.

Paper 2 *Reading, Listening and Writing*

This paper includes a variety of comprehension exercises and a guided piece of writing of 220–250 words in the target language, dealing with a contemporary topic of a general discursive nature. Marks are awarded for grammatical accuracy and linguistic range.

Combination with other subjects

Languages can be combined with any subject as they are useful for a range of undergraduate courses and later careers.

University courses in Modern Languages

Fewer students are studying modern languages beyond GCSE nationally every year. The value of qualifications in foreign languages has been growing correspondingly, particularly as employers are looking for additional areas of expertise when faced with large numbers of applicants for a small number of jobs. Continuing to study one or more modern language is therefore a very attractive option, especially as there is a wide range of degree courses which include the study of languages, apart from language degrees, for example, Law with a language, Economics or Business Studies with a language, or Biochemistry with a language.

Degree courses in modern languages will generally require students to have taken the relevant full Pre-U course. Some languages (i.e.: Mandarin, Italian) can be learnt from scratch at university, as long as an aptitude for language learning is evident.

Music – Full Course Cambridge Pre-U

Requirements

Music (I)GCSE is desirable but not essential for the Pre-U course. However, some understanding of music history and theory is important, as is the ability to play a musical instrument to approximately Grade 7 standard.

Outline of the course

Component 1: *Listening, Analysis & Historical Study*

Two 1½ hour written papers with questions on the following topics: *The Symphony in the Classical Period, Opera in the Romantic Period* and *Exploration and Innovation in the Twentieth Century*.

Component 2: *Performing*

A 20 minute recital on any instrument or voice, plus a 10 minute recital on a second instrument, or as part of an ensemble.

Component 3: *Composing*

A 2 hour harmony examination, plus a coursework portfolio of five exercises in stylistic composition and one free composition.

Component 4: *Personal Study*

Either a dissertation on a subject of the candidate's choice

Or a portfolio of two free compositions

Or a 30-minute advanced recital on any instrument or voice.

Combinations with other subjects

Music will combine with any other subject, but works particularly well with other essay-based subjects and Mathematics.

University courses and careers

University courses in Music would require a Sixth Form qualification in Music and the Pre-U is considered excellent preparation, particularly for candidates considering applying to read Music at Oxbridge. Music is given full academic status by universities and can lead on to a multitude of career opportunities.

Physics – Full Course

Cambridge Pre-U

Requirements

As a result of the fact that this course builds on the knowledge, understanding and practical skills that are developed at (I)GCSE, it is expected that pupils will have taken Physics at this level. Proficiency in mathematics is also very important and pupils would normally be expected also to be studying Mathematics as a Specialist.

Outline of the course

The Cambridge Pre-U Physics course is designed to be academically rigorous while offering complementary views of the subject, emphasizing both mathematical reasoning and the historical and philosophical development of the subject. Choice is partly provided by an independent personal investigation chosen by the pupil in consultation with the teacher. Flexibility is also provided by allowing pupils to opt for questions that test their preferred approach to the subject.

Physics offers much variety: from skilful experimentation to careful mathematical deduction; from studying the atomic nucleus to looking at the structure of the whole universe; from designing new devices of practical use to inventing new ways of imaging the world; from explaining the simple phenomena of everyday life to making sense of things never seen. The physics covered will provide opportunities for illustrating its use in areas as diverse as medicine, engineering, space exploration, transport, communications, environmental issues and geology. The mathematical requirements are incorporated into the physics: areas covered include vectors, computer modelling, logarithms, sinusoidal and exponential functions, differentiation and integration.

Part A of the course consists of topics including Mechanics, Gravitational Fields, Deformation in Solids, Energy Concepts, Electricity, Waves, Superposition and Atomic and Nuclear Physics. The practical work encourages the skilful use of instruments and design of experiments, and teaches the rewards of deft work. Computing also plays an important and varied role. Key skills in experimental work, data analysis and communication will be monitored via a series of “can-do” tasks. The pupils have an opportunity to develop their interests and communication skills through researching a topic and delivering a presentation to their fellow pupils.

Part B of the course consists of topics including Rotational Mechanics, Oscillations, Fields, Gravitation, Astronomy, Cosmology, Electromagnetism and Nuclear and Quantum Physics. The pupils will also undertake an individual practical investigation of their own choosing.

Combinations with other subjects

Physics combines well with many subjects, particularly other sciences, as well as Mathematics, Economics or Geography.

University courses and careers

Physics is much respected by university admissions officers. It is required for the Physical Sciences and Engineering. It is useful for Medicine, given the extent of technology used in that field. The financial institutions appreciate the clarity of thought and numeracy developed by Physics. Lawyers, too, are in need of colleagues with training in science. Physics has much to offer those who want their futures to be involved with practical ways of helping other people and, equally, those who wish to understand nature in as fundamental a way as possible.

Philosophy and Theology – Full Course

Cambridge Pre-U

Requirements

It is not necessary to have studied Religious Studies before at GCSE.

This subject will appeal particularly to pupils who have an interest in conceptual thought, a capacity for analytical thinking, and like arguing a case. It will be of benefit to be able to write clearly and fluently.

Outline of the course

The course is made up of three papers: an introduction to Philosophy and Theology; Ethics; and the historical study of The Four Gospels.

The introductory topic addresses a range of key areas in Philosophy, including Plato's theory of the forms coupled with Aristotle's rejection of this idea, as well as the debates surrounding rationalism and empiricism. With regards to Ethics it is asked as to whether it is possible actually to have free will and the implications this has for moral responsibility. Consideration is given as to how an individual's conscience is formed, whether it is a product of reason, arising out of the individual's subconscious, or whether it is God-given. Finally the nature of belief is explored, learning about, for example, the contrast between strong rationalism and fideism.

For the Ethics topic, the theories of some of the great philosophers (such as Plato, Aristotle, Kant, Mill and Aquinas) are examined in order to address the question of how it should be decided as to whether an action is morally right or wrong. In so doing, particular attention is paid to Mill's Utilitarianism and Sartre's Existentialism and Humanism. Following this, a range of issues in Medical Ethics are discussed, including war and peace, euthanasia, abortion and genetic engineering: should there be limits to what scientists, doctors and politicians are allowed to do, or is it possible for society to do anything it likes with technology? Finally, questions are raised as to our ethical responsibilities in the environment and what ethical principles should hold in business.

In the New Testament topic historical tools are applied to the four Gospels, in order to explore the historicity of the material, as well as the theological purpose of the different authors. The fundamental question arises: "Who was Jesus and how did the writers of the Gospels understand the story they tell about him differently?" In so doing, the question of what Jesus' message was is addressed, looking at the idea of the kingdom of God in the parables as well as His apocalyptic teaching. Enquiry is made as to how the accounts of Jesus' miracles should be interpreted and both why and how Jesus came into conflict with the secular and religious authorities. Finally the events leading up to His death are examined, asking what can be known about why Jesus was killed and how did the Gospel writers understand the meaning of Jesus' death and resurrection.

Combinations with other subjects

Theology, Philosophy and Ethics has been successfully combined with almost all other subjects; scientists as well as artists have studied Theology, Philosophy and Ethics with pleasure and success. Many pupils take other essay-based subjects (such as History, Government and Politics or Languages) but Physicists and Mathematicians have also enjoyed the contrast that Theology, Philosophy and Ethics offers to their scientific work.

University courses and careers

This subject is a particularly relevant preparation for studying Philosophy, Theology and Religious Studies at university, but the wide range of skills and concepts involved in this flexible subject make it an effective preparation for all humanities and many of the social sciences. Past pupils have studied a wide range of courses at university and pursued a variety of careers such as the Law, Management Consultancy, Business and Research.

Contact Details

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