

St Christopher School

Guide to
Starting Sixth Form
2018/19



St Christopher School
LETCHEWORTH GARDEN CITY

St Christopher School

Guide to Starting Sixth Form

2018-19

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WELCOME TO THE SIXTH FORM AT ST CHRISTOPHER

Welcome to the Sixth Form at St Chris!

The next two years are a really important time in your lives, and we intend that you will thrive during these final years at school.

During this period you will grow and develop both academically and socially, making the most of the unique environment and many opportunities available to you as a Sixth Form student at St Chris. As well as following a rigorous academic programme you will enjoy playing a part in other aspects of School life. The Sixth Form at St Chris offers many opportunities for students, and you will be involved in community service and roles of responsibility within the School, as well as a range of extra-curricular activities.

We will enable you to prepare for future opportunities; the vast majority of our A Level students leave St Chris to go to university to study for a wide range of degrees, or choose to go to an Art Foundation Course before progressing to specialist degree programmes in their chosen discipline.

The Sixth Form brings opportunities for you to start playing a more active part in the self-government system of the School. Every year the School's Major Officials are elected from members of the Lower Sixth by the entire Senior School, and we encourage you to stand in these elections, and to assume the greater sense of responsibility that the Sixth Form brings.

The dedicated Sixth Form Centre provides you with excellent study and recreational facilities, as well as being the focal point of Sixth Form life. In addition, you are able to access the rest of the School's facilities.

In the following pages you will find details of the courses we offer for A level study. Please do take time to read the details of the subjects you have chosen and to ensure you complete the Preparatory Tasks before you start on Wednesday 5 September 2018.

If you wish to change your subject choices please contact the Second Deputy (Academic Director) Andy Selkirk, or me as soon as possible.

Joining the Sixth Form can be a time when some students feel uncertain. The transition from a GCSE to an A level programme can be a little daunting. If at any time you do feel in need of some reassurance or advice then I hope that you will feel free to talk to your Personal Tutor, me or Jenny Savage, the Deputy Head of Sixth Form.

It is also a time when great opportunities are opening up to you; it is up to you to seize them.

If there is anything more that you wish to know, please feel free to contact me.



Penny Main
Head of Sixth Form

KEY STAFF

Senior Staff

Head	Richard Palmer	richard.palmer@stchris.co.uk
Deputy Head	Rich Jones	rich.jones@stchris.co.uk
Second Deputy (Academic Director)	Andy Selkirk	andy.selkirk@stchris.co.uk
Director of Pastoral Care	Gavin Fraser-Williams	gavin.fraser-williams@stchris.co.uk
Director of Activities	Byron Lewis	byron.lewis@stchris.co.uk

Sixth Form

Head of Sixth Form	Penny Main	penny.main@stchris.co.uk
Deputy Head of Sixth Form	Jenny Savage	jenny.savage@stchris.co.uk

Room 12 (Pastoral Office)

		01462 650940
Pastoral Assistant	Jenny Palmer	jenny.palmer@stchris.co.uk

Admissions

		01462 650947
Registrar	Kate Allan	admissions@stchris.co.uk

Tutors and individual teachers can be reached by email using the format:
firstname.surname@stchris.co.uk

A full list of staff is available at www.stchris.co.uk

SCHOOL YEAR 2018-19

Term Dates

AUTUMN TERM 2018

Year 12 (Lower Sixth) Induction Day

Wednesday 5 September

Start of Term

Thursday 6 September

First Half Ends

Friday 26 October (3.55 pm)

Half Term

Monday 29 October to Friday 2 November

Second Half Begins

Monday 5 November

Term Ends

Friday 14 December (12.00 pm)

SPRING TERM 2019

Start of Term

Wednesday 9 January

First Half Ends

Friday 15 February (3.55 pm)

Half Term

Monday 18 to Friday 22 February

Second Half Begins

Monday 25 February

Term Ends

Friday 5 April (12.00 noon)

SUMMER TERM 2019

Start of Term

Tuesday 23 April

Bank Holiday Monday

Monday 6 May

First Half Ends

Friday 24 May (3.55 pm)

Half Term

Monday 27 May to Friday 31 May

Second Half Begins

Monday 3 June

Summer Fair (Compulsory)

Saturday 22 June

Senior School finishes for LSP

Friday 28 June (12.00 noon)

Late Summer Programme begins

Saturday 29 June

Term Ends

Friday 5 July (12.00 noon)

Reports and Parent Consultations 2018-19 for Year 12 (Lower Sixth)

Interim Report

Friday 5 October

Full Report

Friday 23 November

Parents' Consultation

Wednesday 5 December, 6.00 pm onwards

Interim Report

Friday 25 January

Parents' Consultation

Saturday 15 June, 9.30 am to 12 noon

Full Report

Monday 1 July

Open Days

On School Open Days pupils are asked to attend from 9.00 am to 1.00 pm to help – either by showing prospective pupils and parents around the School or to help out in departments. It's a fun day with lots going on. Lunch will be provided.

The two School Open Days for 2018-19 are **Saturday 22 September 2018** and **Saturday 11 May 2019**. We'd appreciate if you could keep the dates free in your diary.

SIXTH FORM INDUCTION

Our Sixth Form Induction Programme consists of a series of events:

Sixth Form Conference: Wednesday 5 September 2018, 9.00 am to 3.30 pm

*Please note this is the day **before** the Autumn Term begins.*

During the day you will meet with your Personal Tutor and other pupils joining the Sixth Form. A detailed conference programme will be given to you on your arrival.

The Conference includes an introduction to studying in the Sixth Form, meeting your Personal Tutor and the rest of your tutor group, and activities to help you develop good friendships across the year group, and to prepare for your A level studies, and later life.

Please come to the School's Theatre for 8.45 am. The Conference finishes at 3.30 pm.

Induction Fortnight

The following two weeks contain events, both academic and social, to enable you to make firm decisions about the academic courses you wish to follow at A level, and to help you get to know your whole year group both inside and outside school. Further details will be given to you on your first day.

During these two weeks you have the opportunity to try out the academic subjects which you are interested in pursuing. If you decide that a particular subject is not for you, then this is the time to change it, as far as the constraints of the timetable allow. Staff will be available to discuss your choices to ensure that you are happy and confident in the decisions you have made.

You will also find out about the various opportunities available in the Sixth Form at St Chris including:

- Peer Mentoring
- Community Service
- Rajasthan Trip
- Duke of Edinburgh's Award
- Lunch Duty
- Major Officials
- Sixth Form Committee

Sixth Form Residential Trip: 12-13 September 2018

Although our students pursue a range of diverse courses, we value the community dimension of our Sixth Form, and support and develop this through an overnight residential trip to East Anglia in the second week of term. The trip enables students to get to know each other outside of School, and enjoy shared interests.

Further details are contained in the letter that accompanies this pack.

Higher Education Conference: 26 September 2018

Our annual St Chris Higher Education Conference takes place on Wednesday 26 September. It is a full day of workshops and talks and a chance to meet up to 20 universities and ask about their different courses. Further information will be given to you about the day at the start of term.

THE SIXTH FORM AT ST CHRIS

The Sixth Form Community

All Lower and Upper Sixth students are part of the Sixth Form community at St Chris and are based in the Sixth Form Centre – Ladybarn.

Facilities available to students:

- The Library – open from 8.00 am to 9.00pm. Contains a dedicated Careers area.
- IT areas (the Sixth Form Centre has Wi-Fi access)
- Common Rooms
- Study carrels and study rooms
- Photocopying
- Kitchen and coffee/tea making facilities
- Sixth Form Garden
- Sixth Form Art A level area
- Sports and fitness facilities including Swimming Pool

“When I moved up to the Sixth Form I struggled at first to find my way around the Sixth Form Centre. However after a while I began to find my way around with ease and made use of the shortcuts and passageways around the building.” *Gianni, current Lower Sixth*

The Wider School Community

We expect members of the Sixth Form to get involved in the many different areas of School life.

The Sixth Form play a vital role in the School, as Major Officials, as role models, as participants in the different committees and activities and we believe that you, both collectively and individually, are both an invaluable resource for the School and will also gain personally from your involvement, so...

- Get involved in the self-government system as a member of Council or as a Major Official
- Become active in the various School Committees for example Be Green, or the Fundraising and Events Committee
- Get involved in a charity
- Become a Peer Mentor (Lower Sixth students are invited to volunteer for these roles, and are provided with mentoring training to prepare for them)
- Join a music group
- Take part in a School play
- Join a sports team

We also ask Sixth Formers to help organise and oversee lunch clearing for the younger years. This is organised on a rota system and involves the whole Sixth Form – you can expect to do one lunch duty each half-term for approximately 30 minutes. You will also provide important support at the Summer Fair, when Sixth Formers take on a variety of roles, such as helping out with the bouncy castle to selling bottled water to serving tea, coffee and cakes in the Tuck Shop.

Sixth Formers are expected to set a good example in their behaviour and attitude to other students in the School. You should be polite and courteous to all other members of the School community, giving and earning respect by displaying mature behaviour.

Structure of the Day

The main St Chris school day runs from 8.30am to 3.55pm and is made up of five lessons.

8.30 to 9.10am	Registration / Morning Talk (see below)
9.10 to 10.10am	Period 1
10.10 to 10.30am	Break
10.30 to 11.30am	Period 2
11.40 to 12.40pm	Period 3
12.40 to 1.40pm	Lunch
1.40 to 1.45pm	Registration
1.45 to 2.45pm	Period 4
2.55 to 3.55pm	Period 5

Registration

Registration for Sixth Formers takes place in the Sixth Form Centre at the following times:

Mornings

Monday:	By 8.40am (followed by Whole School Morning Talk)
Tuesday:	By 9.10am
Wednesday:	By 9.10am
Thursday:	By 8.40am (followed by Sixth Form Morning Talk)
Friday:	By 9.10am (followed by Whole School Morning Talk)

Afternoons

Registration takes place between 1.40pm and 1.45pm.

Sixth Formers can go to lunch on-site in the IG (Dining Hall) slightly earlier than the rest of the Senior School, from 12.30pm, if they have a study period in Period 3.

Members of the Lower Sixth (Year 12) are allowed off-site during the lunch hour (12.40pm-1.40pm.) If you go off site it is essential that you sign out and then back in again with Jenny Palmer, the Pastoral Assistant, in Room 12 which is the pastoral hub of the School.

Members of the Lower Sixth are allowed to leave at the end of Period 4 (2.45pm) – again remembering to sign out with Jenny Palmer in Room 12 – if they have no lesson in Period 5.

In the Upper Sixth year there are slightly different arrangements.

Morning Talks

Morning Talks take place in the School Theatre are an opportunity for the School to come together as a community and to share a meaningful experience.

Attendance at the Whole School Morning Talk on Monday and Sixth Form Morning Talk on Thursday is compulsory.

You will be asked to participate in Sixth Form Morning Talks and have input into the subjects covered. In the past, students have delivered Morning Talks both in groups and individually – to the great benefit of all.

You should also look at the list of topics for Friday Morning Talks and feel free to attend any that you would like to participate in.

LEARNING IN THE SIXTH FORM

A Level Courses

You will undertake on average 3 A level subject courses. Some students may, under certain circumstances take 4 subjects, or 3 A levels plus an Extended Project Qualification.

The type of studying and learning that you will encounter in the Sixth Form is different to studying and learning at GCSE. You will be expected to take much more responsibility for your own learning; teachers will expect different things from you.

You will be given advice on how to become an independent learner. It is important that you develop the skills of independence because doing so will have a direct impact on your success, both at A level and in the future.

We will expect you to meet the following criteria:

- Be on time for all lessons;
- Attend all timetabled lessons;
- Be prepared with the relevant equipment and materials;
- Meet deadlines for the completion and submission of assignments;
- Work to your best ability;
- Use your study periods effectively;
- Ask for support or guidance if you need it;

Study Periods

The school day is constructed of 5 one hour lesson periods. As a general rule, each subject you take will have five one hour lessons per week. The number of study periods on your timetable depends on the number of A levels you are studying.

In order to achieve your potential you will be required to put in a **minimum** of three to four study hours per subject, outside of lessons, per week. This is one of the reasons why it is so important that you acquire the skills of an independent learner.

"Using your study periods to get homework done earlier in the day is a lot more effective than leaving it until you are at home when you are tired and most likely want to relax. It's a much better way of getting work done on time and to a higher quality.

But I found that using my lunchtimes to do work made me less productive in lessons and study periods, so I wish that at the start of the year I had used break and lunchtime to socialise, participate in clubs and activities, instead of working through them." *Robert, current LVI student*

What should you do in your study periods?

- Write-up and re-read lesson notes
- Prepare essays
- Complete homework
- Research background information and read around the subject, making further notes as necessary
- Practice essential exam skills for your particular subjects

You need to make the most of the learning opportunities that are offered to you, and using your study periods wisely will be beneficial when you come to look at university, college or employment opportunities. Your teachers will be more than happy to support you in your learning: If you have an issue or need help with your A levels, your first port of call should be your subject teacher.

The jump from GCSE to A level is a big one; subject teachers aim to make the transition as easy and gradual as is feasible, but you will help yourself the most if you try to keep up with the work

you are given, review work you have already done, and speak to your subject teachers if you find something difficult.

“When you first enter the world of the Lower Sixth it’s exciting. You have frees (study periods), a toaster, a microwave, the coffee machine, but most of all you have freedom. But do not be fooled, the workload is pretty intense. Don’t just sit around in your frees, actually do the work! There is no way that you won’t have work to do, there is always notes or reading to be done.

“I do French, English and Psychology, and there is never a day when I don’t have work to do. At the beginning of the year the workload was okay and I thought I had all the time in the world, but this year flew by and I realised just how much work needs to be done. It creeps up on you, but it’s okay if you’ve put the work in throughout the year, rather than just leaving it to the end.”

Honor, current LVI student

PASTORAL SUPPORT SYSTEM

Personal Tutor

The pastoral support offered to our Sixth Form students is a key element of our Sixth Form programme.

Tutor groups are arranged vertically, with a mix of Upper and Lower Sixth students. This enables the two year groups to mix socially and in extra-curricular activities. Upper Sixth students help to mentor Lower Sixth students and provide informal advice and support.

All Sixth Form students are allocated to a Personal Tutor. The role of the Personal Tutor is to guide, advise, mentor, and act as a critical friend. This is a very important relationship, and you will meet with your Personal Tutor both in groups and in one-to-one tutorials during your two years in the Sixth Form.

Tutorials are arranged on a bi-weekly basis. Students are proactive in arranging to meet with their tutors and discussions can cover work progress, problems that have arisen, successes and future plans, amongst many other things. Tutorials generally last between 15 and 30 minutes.

Reporting and Mentoring

Throughout your time in the Sixth Form you will receive regular feedback and guidance about your progress from your subject teachers and from your Personal Tutor. This is to enable you to stay on track and have a clear view of how far you have progressed.

Each year your parents also receive two Interim Reports and two Full Reports. There are also two Parents' Consultations when they can come into School to discuss your progress in one-to-one meetings with your subject teachers and Personal Tutor. You are encouraged to attend these meetings.

Please check the information at the front of this booklet for key dates of Reports and Parents' Consultations for the coming academic year, which can also be found on the St Chris website.

PSHE & Careers Guidance

Personal, social, health and economic (PSHE) education in the Sixth Form is delivered in different ways. The Lower Sixth have organised PSHE sessions tailored to their age and needs. These may involve study skills training, visiting speakers or study groups, and deal with issues as diverse as driving safety, mental wellbeing, criminal law, or cooking for students.

PSHE issues are also addressed by your Personal Tutors in Tutor Group sessions.

As part of the PSHE programme the School provides guidance and support with formulating students' future plans – the annual Higher Education Conference in the Autumn Term, and trips to events such as Create Your Career, as well as a programme of one-to-one meetings between students and their individual Higher Education Adviser. Careers guidance and information forms a very important part of the overall PSHE programme.

EXTRA-CURRICULAR OPPORTUNITIES

In addition to your academic work, we also encourage you to participate in the wide range of activities on offer at St Chris which include:

- Drama – there are two major School productions a year, but there are also opportunities to get involved in smaller productions or by becoming a Womble (on our Theatre tech crew)
- Music – there are several different musical ensembles, or you could set up your own! Music practice rooms are available for Sixth Forms students to use by arrangement with the music department. There is a school orchestra – always keen to have new members – a jazz band, and one of the two major drama productions each year is a musical (recently Sweeney Todd, Les Miserables. In 2018 the production is Grease!)
- Art and design – we run a wide range of Clubs including Pottery, Enamelling and the chance to get involved with our annual Recycled Fashion Show
- Current Affairs, Philosophy and Debating Clubs
- Science Hub
- Sixth Form Committee
- Various School sports teams including football, rugby, cricket, tennis, basketball, netball
- Use of the Swimming Pool at set times
- Use of the Fitness Centre
- Access to the school tennis and basketball courts, use of the school field for fun games of football
- Table tennis and table football
- Chess
- Diversity Group
- Peer Mentoring
- Major Officials
- Trips and visits

A timetable of extra-curricular clubs and activities is circulated by the school at the beginning of each term.

Rajasthan

Year 12 students also have the chance to join the School's trip to work with projects in Rajasthan. We run two trips (one in December, one in February) and students visit and help out in NGOs in the area, as well as visiting the local sights. Details are available in the Sixth Form Centre and some of the activities will be explained to you during the Sixth Form Induction.

Work Experience

You are encouraged to arrange to go on work-shadowing or work experience visits. We encourage you to be pro-active in arranging these visits although we can provide some support. Some students also opt for short university-based courses in their chosen career era, for example Headstart courses for those aiming at STEM careers.

Late Summer Programme (LSP)

This takes place in the last week of the Summer Term. Lower Sixth students take part in a variety of trips or activities within the UK or abroad. In 2017 these included:

- Sixth Form LSP to Paris
- Madagascar LSP
- Year 8 (II Group) Group LSP to Yorkshire/the Lake District
- Year 9 (III Group) LSP to Switzerland
- Work experience or further education courses such as STEM Headstart courses.

Community Service

All members of the Lower Sixth (Year 12) are required to undertake some form of Community Service and further details will be given to you when you start. Community Service requires a commitment of 20 hours during the Lower Sixth year and could involve a variety of types of placement.

FAQs

What do I do if I want to change one of my A Level subjects?

Your Personal Tutor, subject teachers and parents are the best people to talk to initially. After you have thought about this issue fully you will need to talk to your Head of Year and the Academic Director, Andy Selkirk.

What if I don't have a clue about what to do after A Levels?

You can talk to one of our UCAS Advisers such as Alison Bagg, Andrew Lambie or Sue Woollard, or to Penny. They will guide you through the applications process for University or College. You will also receive guidance on possible careers.

Who can I talk to about an issue I have?

Start with your Personal Tutor or another member of staff with whom you feel comfortable. For medical issues there is the School Nurse, Carolyn Dorrington, and School counsellors are also available. And of course, there's your Head of Year and Houseparents for Boarders.

I've lost something! Where might it be?

On top of the various lockers is usually a good first step. Try the Lost Property cupboard, the key is held by Jenny Palmer in Room 12. Valuables left in the changing rooms will be kept by the PE staff.

I'm behind with my work. What shall I do?

Talk to your subject teacher, Houseparents if you are a Boarder, and to your Personal Tutor. They may be able to offer solutions or assistance to you.

I need to miss School for some reason. Is that okay?

Your parents/guardians will need to email school for authorisation.

I want to bring my car to School. Can I?

In some instances Day Pupils are permitted to drive to School but the Head has to give written permission for you to be able to do this. Boarders are not permitted to have cars at School. Car parking spaces (in limited numbers) are available close to the School, but you will need the Head's permission to use one.

Where can I study in my study periods?

The Library (open from 8.00 am to 9.00 pm) which contains a dedicated careers area and photocopying facilities; the Sixth Form study areas; the IT open access area, the Study Room in the Art Block.

I would like to do some work experience. How do I arrange it?

See your Personal Tutor and Head of Year for advice. In addition Richard Palmer, the Head, is always very happy to meet with students to discuss any issues or ideas.

My school bag is pretty heavy with my books and folders... what can I do?

There are lockers available in the Sixth Form Centre for students. See Jenny Savage to get allocated a locker.

What about internal exams?

There are internal exams in January of the Lower Sixth (Year 12), and September of the Upper Sixth (Year 13). Mock A level exams are in January of the Upper Sixth.

Are there any particular subjects I should study for the degree or employment I want to follow?

This is something you need to think about – for many degrees the A level subjects you follow can be wide-ranging. There are one or two specifics though, for example for Medicine you must have Chemistry A level, and preferably Biology and for Law you need at least one essay-based subject. If in doubt about your choices talk to Penny or Andy Selkirk.

Do I need a PE kit for Sixth Form?

There is no compulsory PE in Sixth Form, (although students are encouraged to do some exercise) so you will only need a kit if you know you will be continuing with a specific sport or sports and will be attending official meets, etc.

What do I do if I want to use the computers?

All students are issued an ID and a password for the School system on the Conference Day. You will be required to sign a Use of IT agreement.

ACADEMIC COURSES

EXTENDED PROJECT QUALIFICATION

Head of Sixth Form: Penny Main

Email: penny.main@stchris.co.uk

What is an EPQ?

All members of Year 12 are given the opportunity to study for an Extended Project Qualification (EPQ.) The EPQ enables students to develop their studies in one particular area related to their A levels, or, study something completely different. EPQs are awarded UCAS tariff points so are a helpful addition to a student's university application.

The EPQ is a project in which students are required to:

- Identify a title and formulate a question on a topic of their choice;
- Plan and organise their project;
- Research and evaluate their research;
- Produce a 'final outcome' which can be in the form of a dissertation, an investigation or field study, an artefact or a performance;
- Present their findings to an audience;
- Monitor and evaluate their progress.

The benefits of the EPQ to students are:

1. They can study almost any topic that they are interested in, providing they can identify a suitable research question.
2. They learn valuable research and project management skills which are in high demand by universities. Some universities will make an alternative offer to students who are completing an EPQ in addition to studying for A levels.
3. Under the new UCAS tariff system an EPQ carries more tariff points than an AS level.
4. As part of the taught element of the EPQ students learn valuable critical thinking and analytical skills.

COURSE OUTLINE

Year 12: Autumn and Spring Term

Students participate in the taught element of the course, which covers research skills, how to avoid plagiarism, referencing skills, critical thinking, evaluating sources, argument and counter-argument.

They are also allocated a Teacher/Assessor from the staff with whom they will hold one-to-one meetings to discuss progress. Once students have identified a suitable question and produced a project plan they will then be given approval to continue with their project. Milestone deadlines will be set for the student to reach in the production of their project.

Year 12: Summer Term

Students start researching their projects and this will continue over the summer holidays. During the holidays they should also start drafting their project, writing their Literature Review, and maintaining their project log to monitor their progress. There will be ongoing meetings with their Teacher/Assessors.

Year 13: Autumn Term

Students finalise their project, evaluate their progress and overall outcome and make their presentations. There will be ongoing meetings with their Teacher/Assessors until the project is complete.

ART AND DESIGN: FINE ART

Head of Department: Emma Semple

Email: emma.semple@stchris.co.uk

We teach the following subject titles within Art and Design. Students are entered for one of the following although the decision as to which one can sometimes be made quite late on in the course to allow for a prolonged period of experimentation and exploration.

Art, craft and design: A broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the titles below.

Fine art: Students should produce practical and critical/contextual work in one or more areas of study, for example, drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography.

Graphic communication: Students should produce practical and critical/contextual work in one or more areas of study, for example, interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.

Textile design: Students should produce practical and critical/contextual work in one or more areas of study, for example, fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.

Three-dimensional design: Students should produce practical and critical/contextual work in one or more areas of study, for example, ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3D digital design.

COURSE OUTLINE

Year 12: Autumn Term

- Introduction to the visual journal;
- Skills building workshops across a range of disciplines;
- Life-drawing and other observational drawing approaches;
- The development of independent personal work based on individual research;
- The Creative Process Lectures (Institute of Education, London);
- The Knitting and Stitching Show (optional).

Year 12: Spring Term

- Continuation of the independent project work;
- Continuation of life-drawing and observational drawing sessions;
- The Recycled Fashion Show (optional).

Year 12: Summer Term

- Start Second Year Personal Investigation;
- Written proposals and research;
- Portfolio and application workshops;
- Art Trip to support 2nd year work (visit to Berlin, Paris or similar location).

PREPARATORY TASKS

Use a small pocket-sized sketchbook (A5/A6) and get into the habit of carrying it around with you every day. Fill it with drawing, recording and writing. It doesn't have to be based on a theme unless you'd prefer it to be – just observations and experiences of anything over the holiday.

Go to as many exhibitions as possible – buy postcards and catalogues as well – if appropriate sketch in the galleries. Bring everything in to the first lesson in the Autumn Term. This material will be used as a starting point for your portfolio and also when you set up your individual working space.

EQUIPMENT LIST

- Drawing Pencil Set;
- Putty rubber;
- A1 Portfolio;
- USB stick;
- Digital Camera is useful;
- Sketchbooks;
- A lockable toolbox is useful;
- Any other materials that you enjoy working with.

You can buy the above from us if you wish (we are usually cheaper than the shops).

We have Adobe Photoshop on the school network but if you have your own laptop you may want to have a copy of Photoshop there too. A cheaper version for students is available from Adobe Creative Cloud which also includes a range of video editing and web software (a free 30 day trial is available).

RECOMMENDED READING

Dorling Kindersley Eyewitness Guides include a number of titles which provide an introduction to the work of artists, movements and themes, and the history and art of different cultures.

Oxford History of Art is a series which includes a wide range of titles related to the history of art.

Phaidon Colour Library contains 40 plus titles including artists' work from different cultures and movements.

Phaidon produce a series of reference books, with comprehensive listings of contemporary and past artists and designers with single examples of their work and supporting notes. Titles include: *The Art Book*, *The 20th Century Art Book*, *The American Art Book*, *The Photography Art Book* and *The Fashion Book*.

Taschen produce a wide range of large format, inexpensive and well-illustrated publications covering movements, individual artists, architectural styles and identified periods in history.

The World of Art Series published by Thames and Hudson includes an extensive collection of titles covering all aspects of art, craft and design, individual and movements.

USEFUL WEBSITES

www.royalacademy.org.uk
www.artworks.co.uk
www.artguide.org
www.britishmuseum.org
www.npg.org.uk
www.artchive.com
www.juxtapoz.com

www.artlex.com
www.digital-collaborations.co.uk
www.donarcher.com/moca
www.tate.org.uk
www.victoriaandalbertmuseum.co.uk
www.deviantart.com
www.icom.museum/vlmp
(links to major art museums, type 'art' in search)

FURTHER SUGGESTIONS FOR ART

Locally:

- The Fitzwilliam Museum and Art Gallery, Cambridge;
- Kettles Yard, Cambridge;
- The Henry Moore Foundation at Perry Green, Hertfordshire;
- The Fry Art Gallery, in Saffron Walden.

London:

- The British Museum;
- Tate Modern;
- Tate Britain;
- The Royal Academy of Art;
- The Victoria and Albert Museum;
- The Hayward Gallery;
- The Barbican Centre;
- The National Gallery;
- The ICA;
- The Serpentine Art Gallery;
- The Whitechapel Art Gallery;
- Look in 'Time Out' or 'The Guardian Guide' for listings of temporary exhibitions in the smaller and regional galleries.



Working in the Sixth Form art area

ART AND DESIGN: PHOTOGRAPHY

Head of Department: Emma Semple

Email: emma.semple@stchris.co.uk

COURSE OUTLINE

Year 12: Autumn Term

- Introduction to the darkroom
- Introduction to the camera and theory
- Introduction to digital photographic processes
- Introductory 'urban photography' module
- The development of independent personal work based on individual research
- The Creative Process Lectures (Institute of Education, London).

Year 12: Spring Term

- Continuation of independent project work.
- Development of both darkroom and Photoshop techniques.

Year 12: Summer Term

- Start A2 Personal Investigation
- Written proposals
- Portfolio and application process
- Trip to support A2 (visit to Berlin, Paris or similar location).

Year 13: Autumn Term

- Work on Personal Investigation
- Essay handed in by the end of term
- Trip to UCAS *Design Your Future* Exhibition before applying to Art and Design Courses.

Year 13: Spring Term

- Externally set assignment issued on 1 February
- Preparatory work period.

Year 13: Summer Term

- 15 hour Exam
- Deadlines for both components
- Exhibition work.

PREPARATORY TASKS

Go to as many exhibitions as possible – buy postcards and catalogues as well. Start to familiarise yourself with your digital camera equipment. Choose a theme and start planning and carrying out some photo shoots. If you have access to any editing software start experimenting with simple image manipulation like cropping, tonal adjustments and filters. Keep a notebook to jot down details of the shoots and any editing you may have done. Bring the images in to School on the first lesson saved on a USB stick.

EQUIPMENT LIST

Please bring the following to School for your first lesson:

1. A Digital Camera – an SLR is best but pricey and a cheaper one is acceptable if it is at least 12 megapixels.
2. A Film SLR Camera – these are cheap to pick up second-hand. Hitchin Market on Fridays has a great stall or try EBay.
3. USB stick.

RECOMMENDED READING

- *The Photography: A Visual and Cultural History* Clarke, G (1997) Oxford University Press, Oxford.
- *20th Century Photography: A complete guide to the greatest artists of the photographic age* Golden, R (2001) Carlton Books Ltd.
- *Image Makers Image Takers*: Jaeger, A – C Thames & Hudson.
- *Photo 2 (Icons)* Koetzle, H M (2002) Taschen.
- *Story of Photography*: Langford, M (1998 edition) Focal Press, Oxford.
- *The Oxford Companion to Photography*: Lenman, R (editor) (2005) Oxford University Press, Oxford.
- *A History of Photography from: 1839 to present* Mulligan, T and Wooters, D (2005) Taschen.
- *The Photo Book History V2*: Parr, M and Badger, G (2006) Phaidon Press.
- *Video Art*: Rush, M (2003) Thames & Hudson, London.
- For technical skills see Michael Longford's series of books.

USEFUL WEBSITES

www.artcylopedia.com

www.digital-collaborations.co.uk

www.artguide.org

www.masters-of-photography.com

www.tate.org.uk

www.magnumphotos.com

www.thephotographersgallery.org.uk

www.icom.museum/vlmp (links to major art museums, type 'art' in search)

www.artlex.com

www.victoriaandalbertmuseum.co.uk

www.artchive.com

www.thephotographyteacher.com

www.socialdocumentary.net

www.bjp-online.com/

www.computerarts.co.uk

FURTHER SUGGESTIONS FOR PHOTOGRAPHY

- The Photographers' Gallery;
- Tate Modern;
- The Victoria and Albert Museum;
- The Hayward Gallery;
- The Barbican Centre;
- The National Portrait Gallery;
- The ICA;
- The Serpentine Art Gallery.

Look in Time Out or The Guardian Guide for listings of temporary exhibitions in the smaller and regional galleries.



Working in the darkroom

ART AND DESIGN: THREE DIMENSIONAL DESIGN

Head of Department: Ben Wall

Email: ben.wall@stchris.co.uk

This subject replaces Design Technology A Level. The focus is on one substantial project known as the Personal Investigation (worth 60%), supported by a range of other practical work including mock-ups, models, CAD, jigs, etc. There is an emphasis on researching existing products, designers and design styles, sketching/portfolio work and a range of making techniques. You are encouraged/expected to keep a developing sketchbook. In addition to the Personal Investigation there is also a practical exam (Externally Set Assignment) in Year 13 (worth 40%)

Three-dimensional design: Students should produce practical and critical/contextual work in one or more areas of study, for example, furniture design, lighting design, sculpture, automata, set/prop design, jewellery design, and other areas of product design.

Personal Investigation (60%)

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.
2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

Externally Set Assignment (40%)

1. *Part 1: Preparatory study period.* The externally set assignment materials are to be released to learners from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli.
2. *Part 2: 15 hour period of sustained focus work.* The resolution of learners' ideas from the preparatory work must be completed during the designated 15 hours and they must show how their planning relates to the outcome/s.

COURSE OUTLINE

Year 12: Autumn Term

- Introduction to A level course
- Minor Project
- Establish Personal Investigation topics for Major Project
- Investigation of context/s
- Research and analysis
- Initial design ideas
- Design development including modelling

Year 12: Spring Term

- Ongoing Product Case Studies
- Project: ongoing design development
- Practical work continuing

Year 12: Summer Term

- Ongoing Product Case Studies
- Project: ongoing design development
- Practical work continuing

Year 13: Autumn Term

- Ongoing Product Case Studies
- Project: ongoing design development
- Practical work continuing towards Project Completion

Year 13: Spring Term

- Project Completed

- Contexts for Practical Exam
- Practical Exam

Year 13: Summer Term

- Presentation of project work for Moderation

EQUIPMENT LIST

All equipment is supplied, however it is recommended that you bring a well-equipped pencil case including coloured pencils and markers. Access to ICT, ideally a Microsoft PC, in order to facilitate running SpaceClaim CAD Computer Aided Design software at home.

RECOMMENDED READING

- *Great Designs*, Philip Wilkinson, Dorling Kindersley ISBN 978-1-4093-1941-2 (This is an excellent book for Iconic Product Designs)
- *20th Century Design*. Catherine McDermot. Design Museum. Carlton Books. ISBN 1-85613-446-6

PREPARATORY TASKS

Visit museums, galleries, shops and public spaces over the summer in order to experience a range of products such as those listed as typical 3D Design projects. You should think about what has influenced the form and function of designed objects. Ideally you should be sketching regularly in a small portfolio, wherever you go, whatever products and spaces you see.

Typical 3D Design Projects have included:

- Table: This is a good level of challenge, especially if it involves a variety of materials and processes;
- Seating: Seating utilising a range of materials and processes. This is a good challenge as it involves the ergonomics and strength requirements relating to someone sitting on it;
- Automaton: A cross between an artwork and a fun hand-driven machine using simple mechanisms. The chance to make something compact, beautifully engineered / crafted and a family heirloom!
- Sculpture: Several students have designed sculpture for the school grounds or a context of their own choosing;
- Low voltage LED lighting: Would need to incorporate a variety of materials and constructions. Perhaps adjustable to add sufficient complexity.

USEFUL WEBSITES

You will be developing a range of Product Case Studies during the course, and these should ideally be based around your own interests / findings. There are lots of websites that focus on 3D / Product Design, in particular those that give good information about influential designers, historical design styles, changes in materials, processes, technologies, etc. One of the best is:

- <http://www.madehow.com/>
- YouTube for clips from "How It's Made"

Museum websites:

- Design Museum: <http://designmuseum.org/>
- V+A Museum: <http://www.vam.ac.uk/>
- Science Museum: <http://www.sciencemuseum.org.uk/>

Please note that those students planning to go on to Engineering at Imperial College may be disadvantaged by doing any Art A level.

Degree courses for Product Design and Architecture have an emphasis on creative portfolios for interview, so this 3D Design Art and Design A Level is ideal. There is no problem with taking this 3D Design Art+Design A level alongside the main A Level in Art and Design (as listed earlier in this booklet); indeed for those pursuing a career in the creative design world, it would be beneficial.

BIOLOGY

Head of Science: Andy Owen
Email: andy.owen@stchris.co.uk

COURSE OUTLINE

Year 12

Modules	Content	Assessment Overview
Module 1 – Development of Practical Skills in Biology	Develops students' skills in the areas of: Planning; Implementing; Analysis; and Evaluation of investigations	Paper title: Breadth in Biology (50%) testing ALL modules (1,2,3 and 4) (1hour 30 minute written paper) 70 marks: Section A contains 20 choice questions; Section B contains short answer and extended questions
Module 2 – Foundations in Biology	Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and organisation	
Module 3 – Exchange and Transport	Exchange surfaces; Transport in Animals; Transport in Plants	Paper title: Depth in Biology (50%) testing ALL modules (1 hour 30 minutes written paper) 70 marks: Short answer and extended response questions
Module 4 – Biodiversity, Evolution and Diseases	Communicable diseases, disease prevention and the immune system; Biodiversity; Classification and evolution	

Year 13

Modules	Content	Assessment Overview
Module 1 – Development of Practical Skills in Biology	Develops students' skills in the areas of: Planning; Implementing; Analysis; and Evaluation of investigations	Paper title: Biological Processes (37%) testing Modules 1, 2, 3 and 5 (2 hour 15 minute written paper) 100 marks: Section A contains 20 choice questions; Section B contains short answer and extended questions
Module 2 – Foundations in Biology	Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and organisation	
Module 3 – Exchange and Transport	Exchange surfaces; Transport in Animals; Transport in Plants	Paper title: Biological Diversity (37%) testing Modules 1, 2, 4 and 6 (2 hour 15 minutes written paper) 100 marks: Short answer and extended response questions
Module 4 – Biodiversity, Evolution and Diseases	Communicable diseases, disease prevention and the immune system; Biodiversity; Classification and evolution	
Module 5 – Communication, Homeostasis and Energy	Communication and homeostasis; Excretion; Neuronal communication; Hormonal communication; Plant and animal responses; Photosynthesis; Respiration	Paper title: Unified Biology (26%) testing ALL modules (1 hour 30 minutes written paper) 70 marks: Short answer and extended response questions. *Note: A level students must also pass Component 04 – 'Practical Endorsement in Biology'. This is teacher assessed and evidenced.
Module 6 – Genetics, Evolution and Ecosystems	Cellular control; Patterns of inheritance; Manipulating genomes; Cloning and biotechnology, ecosystems; Populations and sustainability.	

PREPARATORY TASKS

Visit this website of the Biology Department of the University of Arizona:

http://www.biology.arizona.edu/cell_bio/tutorials/pev/main.html

This particular page is about cell biology. It will take you further than you have done at GCSE but it is a clear introduction to the topic that you must have a firm and thorough understanding of i.e. CELL BIOLOGY!

Read the sections on: Organization; Prokaryotes; Eukaryotes and Viruses, and then test yourself.

If you are feeling brave you can start on the biochemistry sections at

<http://www.mrothery.co.uk/module1.htm>

EQUIPMENT

Every student will require a scientific calculator and this must be brought to all lessons. All specialist laboratory equipment is provided.

RECOMMENDED READING

If you think you are destined for a Biology-based degree at university (including medicine, biomedicine, biochemistry, veterinary science etc) then the following books are excellent in their respective fields and cross the boundary between A level and university studies. They are not essential but they allow interested students to develop a deeper and broader understanding of the subject – qualities that may be tested under interview at the top universities. They can be purchased second hand for a reasonable sum: new they are about fifty pounds per book!

- *Essential Cell Biology*. Alberts et al.
- *Vander's Human Physiology: The Mechanisms of Body Function*. Eric P. Widmaier, Hershel Raff, Kevin T. Strang.
- *Biochemistry: International Edition*. Jeremy M. Berg, John L. Tymoczko and Lubert Stryer

USEFUL WEBSITES

The full OCR Biology Specification:

<http://www.ocr.org.uk/Images/171736-specification-accredited-a-level-gce-biology-a-h420.pdf>

FURTHER SUGGESTIONS FOR BIOLOGY

It would be of great benefit to visit The Wellcome Collection at the Wellcome Institute

<http://www.wellcomecollection.org>

BUSINESS STUDIES

Head of Business Studies: Jeremy Wallis

Email: Jeremy.wallis@stchris.co.uk

COURSE CONTENT

A Level Business Studies introduces students to a range of key business areas and concepts: marketing, operations, finance, human resource management, decision making, leadership, production management. In the second year, the focus is on the *strategic decisions* that all businesses must make to survive and thrive in a competitive market place.

- 1 What is business?
- 2 Managers, leadership and decision making
- 3 Decision making to improve marketing performance
- 4 Decision making to improve operational performance
- 5 Decision making to improve financial performance
- 6 Decision making to improve human resource performance
- 7 Analysing the strategic position of a business
- 8 Choosing strategic directions
- 9 Strategic methods: how to pursue strategies
- 10 Managing strategic change

RECOMMENDED READING AND PREPARATORY TASKS

I very strongly recommend reading a newspaper every day and listening to business news programmes on BBC television and radio, ITV, Channel 4 etc.

It is also worth listening to the discussions on programmes such as '*Question Time*' and looking out for documentaries on important business issues.

USEFUL WEBSITES

Quality newspapers are obvious places to find interesting business stories. (Unfortunately, more and more are disappearing behind 'pay-walls' but several are still free):

- [Http://www.telegraph.co.uk/](http://www.telegraph.co.uk/)
- [Http://www.guardian.co.uk/](http://www.guardian.co.uk/)

CHEMISTRY

Head of Science: Andy Owen
Email: andy.owen@stchris.co.uk

COURSE OUTLINE

Year 12: Autumn Term

- Review of relevant GCSE topics (including mole calculations, rates of reaction, equilibria and energy changes);
- Atomic structure;
- Electrons, bonding and structure, including shapes of molecules and ions;
- Periodicity.

Year 12: Spring Term

- Introduction to Organic Chemistry;
- Naming organic molecules; alkanes, alkenes, alcohols, haloalkanes, polymers and polymerisation;
- Reactions of alkanes and alkenes and reaction mechanisms;
- Reactions of alcohols and haloalkanes;
- Percentage yield and atom economy;
- Enthalpy, energy profile diagrams;
- Rates of reaction;
- Enthalpy changes and equilibria.

Year 12: Summer Term

- Methods of analysis review;
- Transition metals and benzene;
- Revision - If AS examinations are taken.

RECOMMENDED READING

Good general A level reference books (which can easily be found second-hand) include:

- *Chemistry in Context* by John Holman. (Nelson)
- *A Level Chemistry* by E. Ramsden (Stanley Thornes)
- *Chemistry in Action* by Michael Freemantle (Macmillan)
- *Advanced Chemistry For You* by Lawrie Ryan (Nelson Thornes)
- *Understanding Chemistry for A level* by Ted Lister and Janet Renshaw

For those students needing or wanting to consolidate their GCSE Chemistry, the following two are very useful:

- *Chemistry For You* by Lawrie Ryan (Stanley Thornes)
- *CGP Head start to AS Chemistry* - bridging the gap between GCSE and AS level

Periodicals that are good background reading include:

- *Chemistry Review*
- *Nature*
- *Scientific American*
- *New Scientist*

EQUIPMENT LIST

- Lab coat (No buttons) – can be purchased from the School
- Scientific Calculator

USEFUL WEBSITES

- www.knockhardy.org.uk/sci.htm
- <http://www.chemguide.co.uk>
- http://www.mp-docker.demon.co.uk/chains_and_rings/mechanisms/index.html
- <http://www.chem.iastate.edu/group/Greenbowe/sections/projectfolder/animations/HClandNaOHtgV8.html>

- <http://www.ocr.org.uk/>
- <http://www.rsc.org/education/>

PREPARATORY TASKS

This is important revision of GCSE material and an opportunity to extend and apply your knowledge.

Revision questions:

1. What is the empirical formula of the oxide of tin, which contains 78% tin by mass? (2 marks)
2. What are the formulae of the following (4 marks):
 - a. Nitrate ion
 - b. Sulphate ion
 - c. Magnesium chloride
 - d. Calcium hydroxide
3. Write a balanced equation, including state symbols, for the reaction between calcium carbonate and hydrochloric acid. (3 marks)
4. What is the mass in grams of 10 moles of sodium sulphate? (2 marks)
5. Define Relative Atomic Mass (3 marks)
6. Calculate the molar mass of aluminium sulphide (2 marks)
7. Calculate:
 - a. How many moles of sodium hydroxide there are in 25 cm³ of 0.1M NaOH. (1 mark)
 - b. What volume of 0.1M H₂SO₄ is needed to neutralise the above NaOH? (2 marks)
8. Draw dot and cross diagrams for the following:
 - a. Ammonia
 - b. Carbon dioxide
 - c. Sodium fluoride (3 marks)

Total: 22 marks

FURTHER SUGGESTIONS FOR CHEMISTRY

If you get the opportunity visits to these institutions would be beneficial:

- Science Museum, London
- Science Museum, Oxford
- Cambridge museums



A Level Chemistry

COMPUTER SCIENCE

Head of Department: Adam Eldin

Email: adam.eldin@stchris.co.uk

COURSE CONTENT

The knowledge, understanding and skills that students are expected to develop is divided into three components:

Computer systems component (01) contains the majority of the content of the specification and is assessed in a 2 hour 30 minutes written paper recalling knowledge and understanding.

Algorithms and programming component (02) relates principally to problem solving skills needed by learners to apply the knowledge and understanding encountered in Component 01. It is assessed in a 2 hour 30 minutes written paper recalling knowledge and understanding.

Programming project component (03 or 04) is a practical portfolio-based assessment with a task that is chosen by the teacher or learner and is produced in an appropriate programming language of the learner's or teacher's choice. The learner will choose a computing problem to work through according to the guidance in the specification.

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Mathematical skills are embedded throughout the content of the three components. They will be assessed in the written papers and through the non-examined assessment where appropriate.

DRAMA AND THEATRE

Head of Department: Emma Roskilly

Email: emma.roskilly@stchris.co.uk

COURSE CONTENT

The knowledge, understanding and skills that students are expected to develop is divided into three components:

1. Drama and Theatre - assessed by 3 hour open book written exam (40%)
2. Creating Original Drama (practical) – assessed through a working notebook (20%) and a devised performance (10%)
3. Making Theatre: performance of extract (20%) and a reflective report (10%)

Drama and Theatre

Students develop knowledge and understanding of the following analytical framework for making, performing, interpreting and understanding drama and theatre.

- The theatrical processes and practices involved in interpreting and performing theatre
- How conventions, forms and techniques are used in drama and live theatre to create meaning
- How creative and artistic choices influence how meaning is communicated to an audience

Area of study 1 – Set plays

Students study and explore practically two set plays. The intention is to study *The Caucasian Chalk Circle* by Bertolt Brecht and *Our Country's Good* by Timberlake Wertenbaker, developing ideas for how the plays may be interpreted and performed.

Area of study 2 – Live theatre production

Students learn how to analyse and evaluate the work of live theatre makers (performers/designers/directors.)

Creating Original Drama

Assessed practically. Each student must choose to be assessed as either a: performer; lighting designer; sound designer; set designer; costume designer; puppet designer or director. Each student must choose one specialism only for all the Creating Original Drama content. Costume designers may choose to include make-up and/or hair and/or masks. Set designers may choose to include design of props.

Creating Devised Drama

Students learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process.

Performing Devised Drama

Students learn how to contribute to devised drama in a live theatre context for an audience. They contribute as a performer, designer or director. Students must draw on and demonstrate a practical understanding of the subject content listed in knowledge and understanding in both the creating and performing elements of devised drama.

Making Theatre

Assessed practically. Each student must choose to be assessed as a: performer; lighting designer; sound designer; set designer; costume designer; puppet designer or director. Each student may choose one, two or three specialisms for the Making Theatre content. Students may choose the same or different specialism(s) to the one chosen for the Creating Original Drama content.

Students learn how to contribute to text-based drama in a live theatre context for an audience.

They develop their ability to:

- Interpret texts;
- Create and communicate meaning;
- Realise artistic intention in text-based drama;

- Analyse and evaluate their own work.

Costume designers may choose to include make-up and/or hair and/or masks. Set designers may choose to include design of props.

Students must also study for this component the work and methodology of one influential theatre practitioner chosen from the list of prescribed practitioners. They study:

- The social, cultural and historical context in which the practitioner is/was working;
- Theatrical purpose and practice;
- Artistic intentions;
- Innovative nature of their approach
- Working methods;
- Theatrical style and use of conventions;
- Collaboration with/influence on other practitioners.

The practitioner must be a different practitioner to the practitioner used in devising.

Students must also seek to apply an understanding of:

- The connections between theory and practice in a range of periods, theatrical styles, social, historical and cultural contexts;
- The ways in which theatre makers collaborate to create theatre;

For assessment, students must:

- Explore practically three key extracts each taken from a different play
- Perform or create a realised design for one of these key extracts
- Evidence the influence of the work and methodology of the practitioner in the performance
- Analyse and evaluate their interpretation of all three key extracts studied.

ESSENTIAL EQUIPMENT

Loose Clothing: Clothing worn must allow students a complete range of movement - sitting, running, bending, stretching - without the need for perpetual readjustment.

RECOMMENDED READING

- *The Theatre and its Double* Antonin Artaud (Calder)
- *An Actor Prepares* Stanislavski (Methuen)
- *I am Hamlet* Steven Berkoff (Faber)
- *The Art of Theatre* Gordon Craig (Heinemann)
- *Brecht for Beginners* Michael Thoss (Readers and Writers)
- *Theatre Directions* Jonathan Neelands/Warwick Dobson (Hodder and Stoughton)

FURTHER SUGGESTIONS FOR THEATRE AND DRAMA

- Visit the Victoria & Albert Museum in London (the Performance Section).
- See as many plays as possible!

ECONOMICS

Head of Department: Jeremy Wallis
Email: jeremy.wallis@stchris.co.uk

COURSE OUTLINE

Year 12: Autumn Term

In the first term we concentrate on the operation of *markets and market failure*. This unit examines the *Microeconomic* performance of individual markets and the way consumers, firms and markets operate in the economy: Essentially it's an examination of 'little bits' of the economy (though some of those 'little bits' can be pretty big.)

We study the ways these individual markets allocate resources and products to different users and consumers, and the way the forces of demand and supply work together and the impact that individual markets have on the economy and society as a whole.

We also look at the ways in which markets can fail to work properly and the ways in which governments try to ameliorate the impact of this '*market failure*'. (One of the most vivid examples of market failure is pollution as a consequence of industrial production, consumerism and urban growth. This has led to *environmental degradation* and even changes to the climate.)

We look at the policies governments use – taxes, subsidies, rules and regulations – to try and alleviate the problem of market failure.

Year 12: Spring and Summer Term

In the second half of the year we study the national economy in a global context. This looks at the *macroeconomic* performance of the UK - examining how the economy works as a whole.

Macroeconomics examines output, economic growth, the causes of recession and economic depression, incomes, average prices, unemployment levels, international trade – imports and exports – and inflation. It tries to calculate and assess changes to the total demand (or 'aggregate demand') and *total supply* ('aggregate supply') in an economy.

The macroeconomic performance of the UK is something that governments are particularly interested in, and arguments about economic policy largely revolve around what *emphasis* we should place on different economic priorities such as unemployment, growth, stable prices etc.

RECOMMENDED READING

- *Economics: The User's Guide: A Pelican Introduction* By Ha-Joon Chang (Pelican Books)
- *50 Economics Ideas You Really Need to Know* by Edmund Conway (50 Ideas)
- *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* by Steven Levitt and Stephen Dubner (Penguin)
- *The Undercover Economist* by Tim Harford (Little Brown)
- *The Economic Naturalist: Why Economics Explains Almost Everything* by Robert Frank (Virgin Books)

PREPARATORY TASKS

Read the following three extracts and try to answer the questions below. These will be collected at the beginning of the term in September.

Extract A: Olive oil prices to soar after Spanish drought devastates crop - Loss of 600,000 tonnes of olives will force huge price rise on British shoppers.

Rupert Neate; The Observer, 23/ 9/ 2012

'A fresh oil crisis is brewing. However, this time it won't be hitting the garage forecourts but the nation's kitchens.

The wholesale price of extra virgin olive oil has jumped 62% in three months after a severe drought in Spain, the world's largest producer, wiped out an estimated 600,000 tonnes of production.

Filippo Berio, the UK's biggest olive oil supplier, has warned that it will be forced to pass on the increase to consumers. "The [wholesale] prices are going up rapidly daily," said Walter Zanre, managing director of Filippo Berio, which sells 10m litres of oil a year in Britain. "It's very difficult to buy olive oil because they [the growers] are waiting for it to go up even higher next week. You're looking at £2,800 per tonne [of extra virgin olive oil]."

Zanre said the extent to which the increase in costs is passed on to shoppers, is "the million dollar question". He said: "I would say 25% now, but if we had had this conversation 10 days ago I would have said 10% to 15%."

The average 500ml bottle of supermarket brand olive oil currently costs about £2, while a 500ml bottle of Filippo Berio oil sells for £3.39. "We are torturing ourselves because our product will go over the psychologically important £4 barrier," said Zanre. "This isn't a 5% blip, we can't tighten our belts and absorb it."

Consumers who can't bear the thought of going without olive oil are advised to stock up before the price rise hits. Zanre said supermarkets have a "virtual embargo on retail price increases" in the run-up to Christmas, so now would be the time to get your supplies in for 2013.

Thomas Mielke, director of *Oil World*, a trade journal that tracks oil prices, said the staggering price rise results from an "unprecedented decline" in stocks, particularly in Spain. Spanish olive trees have been hit by drought and an unexpected frost in the flowering season in spring. This has led to trees producing less fruit and the olives that have grown are less juicy than normal. "The fruit can be shrivelled and not looking normal, much smaller in size, which means they produce less oil," Mielke said. The poor crop, due to be harvested in October, comes a year after Spain returned its best crop in years, causing an olive oil glut and a steep fall in prices that left many growers on the breadline. Spain is by far the most important country involved in olive cultivation and accounts for almost half of worldwide supplies. "Whatever happens in Spain causes massive changes in the world price," said Vito Martielli, senior oil seeds analyst at Rabobank International. "Last year, Spain had a very good season and produced 1.4m tonnes of olive oil, but this season it is expected to be less than 1m. The total global olive oil production is 3m tonnes a year."

Martielli said the average price of olive oil of all qualities has increased from €2,200 a tonne in July to €3,200 a tonne last week. The drop in supply comes as demand for olive oil is at an all-time high with new countries developing a taste for the Mediterranean staple.

Mielke said: "Olive oil consumption is in the middle of a long-term increase in consumption. While it has reached saturation point in Spain and Italy, countries like the US and Australia are relative newcomers and are using much more olive oil."

A rising number of the British are also turning to olive oil, according to Zanre. "The appetite is growing continually," he said. "There's a bit of a love affair with it among the chattering middle classes, but other people are consuming it too."

He said the average Briton consumes half a litre of olive oil a year, far below the 14 litres a head in Italy, the world's biggest consumer.

Extract B:

"I am not sure this is not a lot of media hype, southern Europe is not the only producer of olive oil any more, China, India, Argentina, Australia are all now growing olives. There is a massive olive glut on the markets. The EU has been buying up large quantities of olive oil to stop the price dropping any further. In Portugal farmers only get around 20 cents for a kilo of olives, so that's 5

kilos of olives for 1 euro. A shortfall in Spain's harvest will just be supplied from elsewhere in the world."

Extract C

Global Olive Oil Market 2010. The main producing and consuming countries are:

Country	Production in tons (2010)	Production % (2010)	Consumption (2005)	Annual per capita consumption (kg)
World	3,269,249	100%	100%	0.43
Spain	1,487,000	45.5%	20%	13.62
Italy	548,500	16.8%	30%	12.35
Greece	352,800	10.8%	9%	23.7
Syria	177,400	5.4%	3%	7
Morocco	169,900	5.2%	2%	11.1
Turkey	161,600	4.9%	2%	1.2
Tunisia	160,100	4.9%	2%	5
Portugal	66,600	2.0%	2%	1.8
Algeria	33,600	1.0%	2%	7.1
Others	111,749	3.3%	18%	1.18

Question 1

Extract A states: "Consumers who can't bear the thought of going without olive oil are advised to stock up before the price rise hits". Zanre said supermarkets have a "virtual embargo on retail price increases in the run-up to Christmas, so now would be the time to get your supplies in for 2013."

What does the commentator mean by 'virtual embargo on retail price increases'? Using the extracts and your own economic knowledge, how can supermarkets impose such an embargo and why are they so powerful in their negotiations with producers? Are there other producers in a similar position?

Question 2

Extract A states: "Whatever happens in Spain causes massive changes in the world price.... Last year, Spain had a very good season and produced 1.4m tonnes of olive oil, but this season it is expected to be less than 1m. The total global olive oil production is 3m tonnes a year." The drop in supply comes as demand for olive oil is at an all-time high with new countries developing a taste for the Mediterranean staple... "Olive oil consumption is in the middle of a long-term increase in consumption. While it has reached saturation point in Spain and Italy, countries like the US and Australia are relative newcomers and are using much more olive oil."

With the aid of information in the extracts, explain why prices were forecast to rise in 2012.

Question 3

Extract B states: "I am not sure this is not a lot of media hype, southern Europe is not the only producer of olive oil any more, China, India, Argentina, Australia are all now growing olives. There is a massive olive glut on the markets."

Using the information in the extracts, analyse and evaluate this statement. In what way might governments help to alleviate the problems facing olive oil producers? What policies could they adopt and what might be the consequences? Should governments leave it to the market to find a solution?

Question 4

Using Extract C - the Global Olive Oil Market 2010 – compare production and consumption patterns. What do you notice about the figures?

USEFUL WEBSITES

Quality newspapers are obvious places to find economics stories:

- www.telegraph.co.uk
- www.guardian.co.uk
- www.independent.co.uk
- www.nytimes.com - because economics is international and, as the old saying goes: “when America sneezes, the world catches a cold.”
- Some of you may have access to the pay-wall protected Financial Times, The Times and The Economist
- Wikipedia is also really useful – www.wikipedia.org
- There are also a number of excellent specialist websites for economists – they can be extremely technical (or ‘wonkish’ in the slang). One particularly good one is the US based site The Economist’s View: <http://economistsview.typepad.com> (Warning – can be exceptionally technical!)
- There is also a website devoted to A Level Economics: www.economicshelp.org
- There are government websites such as the Office for National Statistics – but the sheer volume of stuff (and a truly terrible layout) can make it very confusing: www.statistics.gov.uk

FURTHER SUGGESTIONS FOR ECONOMICS

Reading daily newspapers and listening to news programmes on TV and radio. It is also worth listening to the discussions on programmes such as ‘Question Time’ and looking out for documentaries on important economic issues.

The history and development of the UK, the USA and of Europe from the 19th century up to the present day is inextricably linked to economics and economic development. Try to familiarise yourselves with the broad sweep of history over the last two centuries, paying particular attention to the role that economics has played.

In many ways, today’s economics is making tomorrow’s history. With that in mind, I would encourage students to think about the threats we face today – climate change, pollution, resource depletion, the pressure on agriculture and food production, population growth, urbanisation and our relentless demand for ‘more’.

ENGLISH LITERATURE

Head of Department: Dave Ilott

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COURSE OUTLINE

Year 12: Autumn Term

The course is divided into three, equally weighted components: Drama, Prose and Poetry. There is also a coursework component. We introduce each of these in the first term so that progress in all aspects of literature is gradual and balanced.

We begin by discussing the themes and issues arising from the summer reading you are set in preparation for the course. This covers the examination texts as well as those texts which you may choose for your coursework essay. Help and guidance with independent study for the coursework component begins immediately.

We then begin our study of *A Streetcar Named Desire* as well as exploring an introduction to poetry, focussing on approaching the poems in the depth and detail required at this level. This will cover poetry in the examination anthology as well as suggested approaches to unseen poetry, an important element in the examination.

Following this, we will begin our focus on the Prose component, entitled 'The Supernatural'; this consists of *The Picture of Dorian Gray*, *Dracula* and associated contextual details. The study of Wilde's novel also starts this term.

Year 12: Spring Term

We begin this term by discussing and evaluating your independent study and offering guidance on a one-to-one basis. We then focus on how texts are compared, while beginning our work on *Dracula* and drawing on understanding of the supernatural from the Autumn term's work on *The Picture of Dorian Gray*. This looks at the texts in close detail, making links and comparisons across both prose texts.

Year 12: Summer Term

We revisit your independent coursework essay. We discuss skills and essay techniques largely one-to-one to ensure that your independent work is progressing well.

We then spend more time focussing on the poetry anthology as well as approaches to, and the study of, unseen poems for the poetry examination.

Finally, we begin the study of the other key texts: *Hamlet* and either Keats or Chaucer. There is an introduction to the critical anthology that is used alongside our study of Shakespeare's play.

PREPARATORY TASKS

1. Essential reading - examination texts

- *The Picture of Dorian Gray* by Oscar Wilde (ISBN 9780141439570)
- *A Streetcar Named Desire* by Tennessee Williams (ISBN 9780141190273)
- *Dracula* by Bram Stoker (ISBN 9780141439846)

2. Recommended reading for coursework essay preparation

The texts below represent a range of forms, genres and themes that may be of interest to students as the starting point for conversations regarding coursework choices. It would therefore benefit them to explore as many of these texts over the summer before they return in September. You should not feel that you need to read all of them, however; simply explore them and find some that you enjoy and feel that you would like to write

about in more detail. Our experience is that after this summer, there are far fewer opportunities to read whole texts once studies begin in earnest.

- *The Great Gatsby* by F. Scott Fitzgerald (ISBN 9780141023434)
- *The Road* by Cormac McCarthy (ISBN 9780330468466)
- *Twelfth Night* by William Shakespeare (ISBN 9780521618779)
- *Jerusalem* by Jez Butterworth (ISBN 9781848420502)
- *The Bloody Chamber* by Angela Carter (ISBN 9780099588115)
- *The Handmaid's Tale* by Margaret Atwood (ISBN 9780099740919)
- *Frankenstein* by Mary Shelley (ISBN 9780141439471)
- *Never Let Me Go* by Kazuo Ishiguro (ISBN 9780571258093)
- *Brave New World* by Aldous Huxley (ISBN 9780099518471)
- *1984* by George Orwell (ISBN 9780141393049)

3. Possible further reading for examination texts

Possible further reading – *The Picture of Dorian Gray*

- Canning, Richard., *Oscar Wilde*. Hesperus Brief Press, 2008
- Beckson, Karl., *Oscar Wilde: The Critical Heritage*. Routledge and Kegan Paul, 1970.

Possible further reading – *A Streetcar Named Desire*

- Roudane, Matthew C., ed. *The Cambridge Companion to Tennessee Williams*. Cambridge: Cambridge University Press, 1997.
- <http://www.turgingsomedrama.com/streetcar/streetcarbackground.htm>

Possible further reading – *Dracula*

- Punter, David. *The Literature of Terror: A History of Gothic Fictions from 1765 to the Present Day*. London: Longman, 1980.

4. Activities

We will begin with an overview of each of the three examinations – prose, poetry and drama - in the first half term and so the following tasks should be completed:

- You should arrive ready to discuss - and to write about in some detail - your initial responses to the essential reading list. This includes links you have noticed between the texts, a skill that is an integral part of the prose examination; this may be thematic, linguistic or stylistic links, or anything else that you notice and find interesting.
- You should arrive ready to share what reading you have done in preparation for choosing possible coursework texts. In other words, to share what you have read and enjoyed.
- You should arrive ready to discuss what poetry you have read of the suggested authors and some of the poems you enjoyed the most.

EQUIPMENT LIST

- Folder for the two coursework texts (or two small folders).
- Lever arch file with dividers for the four exam texts (or four smaller folders, one for each exam text.)
- Copies of each of the texts (available from the School Office or the same edition may be purchased independently – ISBN numbers included in the list above).
- Post-It notes, highlighters and pencils for annotating the texts and other worksheets.

FURTHER SUGGESTIONS FOR ENGLISH LITERATURE

Of course, it only remains to say that any reading, trips to the theatre or writers' houses/museums and so on will be enlightening and fruitful for all sorts of reasons. There are regular exhibitions – both permanent and temporary – in London and Cambridge especially. We would always recommend that students explore these independently and so develop a growing understanding, appreciation and love for literature that goes beyond the classroom.

FILM STUDIES

Head of Department: Susanne Okulitch

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COURSE OUTLINE

Component One: Varieties of Film and Filmmaking

- Hollywood 1930-1990
- American film since 2005
- British film since 1995

Component Two: Global Filmmaking Perspectives

- Global film
- Documentary film
- Film movements – Silent cinema
- Film movements – Experimental film

Component Three: Production

- Produce 4-5 minute short film
- Follow a brief
- Write an evaluative analysis

PREPARATORY TASKS

Please note that we will be looking at your responses to these tasks in the first week of the course so please arrive with them for your first lesson.

Select and watch one film from each of the following lists:

LIST A

Casablanca (Curtiz, 1942)
The Lady from Shanghai (Welles, 1947)
Johnny Guitar (Ray, 1954)
Vertigo (Hitchcock, 1958)
Some Like it Hot (Wilder, 1959)

LIST B

No Country for Old Men (Coen Brothers, 2007)
Boyhood (Linklater, 2015)
Selma (Duvernay, 2014)
Moon (Jones, 2009)
We Need to Talk About Kevin (Ramsay, 2011)

For each of your chosen films produce a minimum 400 word written personal response. Do not worry about using appropriate technical terminology at this stage; we are just interested in your perspective and your analytical viewpoint. You are free to write about any aspect of the film that interests you but you may want to consider:

- Directorial style: Did the film have a recognisable overall style that you could identify? How would you describe this style?
- Cinematography: Were there any particular scenes in the film that stood out in terms of the way they were filmed? You could consider camera angles and camera movement.
- Genre: Which genre did the film belong to? How do you know this?
- Narrative: What story was the film telling and how was this narrative communicated? Was it told in chronological order? Was it easy to follow? Were there any unexpected plot twists or revelations? Did the film reach a satisfactory resolution?
- Performances: What were the actors like? Did anyone particularly stand out and for what reasons?
- Purpose: Was the film purely entertaining or do you think the filmmakers had a specific idea or message they wanted to communicate to the audience?
- Mise en scene: Where was the film set? What were the costumes like? How was lighting used?
- Context: When was the film made? Do you think it was a good reflection of the time period it was reflecting?

If you are struggling, there are numerous articles available online about all of these films but remember, it is your personal opinion we are interested in for this exercise.

Extension: Don't feel you have to stop at two! All of these are great movies and all are listed as potential films to be studied on your A Level course. Feel free to watch all of them and get in touch if you would like even more recommendations.

EQUIPMENT LIST

There are no essential items of equipment for this subject, other than the usual writing equipment, however for the practical production element of the course you would benefit from having:

- An SD card (16GB or larger with a fast processor)
- A USB memory stick (8GB or larger)
- A camera capable of recording digital HD
- A computer with video editing software installed. Please note this is by no means essential. The department is equipped with iMac computers and we use Final Cut Pro X for video editing, however if you have preferred software that you are familiar with you are welcome to use it for your coursework.

Once the list of the films we will be studying for the course is finalised, it would be very advantageous for you to obtain copies – some will be available on a streaming service, but for revision purposes, access to these films at home is vital. A list will be provided to you at the beginning of the course in September.

RECOMMENDED READING

- *How to Read a Film: The World of Movies, Media, Multimedia: Language, History, Theory*
- James Monaco, Oxford University Press, 2009
- *Filmish: A Graphic Journey Through Film* Edward Ross, SelfMadeHero, 2015
- *Introduction to Film Studies (fifth edition)* Jill Nelmes (ed.), Routledge, 2011

USEFUL WEBSITES

- www.eduqas.co.uk/qualifications/film-studies/as-a-level/index.html
- www.filmref.com/index.html
- www.bfi.org

FURTHER SUGGESTIONS FOR FILM STUDIES

If you have not had experience in filmmaking yourself, you may wish to get a head start on the technical aspects. There are numerous excellent tutorials available on YouTube on everything from how to choose a camera angle, to how to use editing software, to how to write a screenplay.

If you want to get a sense of what professional filmmaking is like and the many different jobs available in the film industry, the Appendices to Peter Jackson's *Lord of the Rings* trilogy are a fascinating and very thorough insight. They are available on the Extended Editions of the movies, although I believe many are now also on YouTube.

FRENCH

Head of Department: Cyrille Simon

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COURSE OUTLINE

The AS and A-level French specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree.

Social Issues and Trends

Students must study the following themes and sub-themes in relation to at least one French-speaking country, using a range of sources, including material from online media.

Year 12: Autumn Term

Aspects of French-speaking society: Current trends

- The changing nature of family (La famille en voie de changement)
- The 'cyber-society' (La « cyber-société »)
- The place of voluntary work (Le rôle du bénévolat)
- Form and use the imperfect tense
- Form and use the perfect tense
- Recognise and understand the past historic tense
- Understand and use infinitive constructions
- Understand and use object pronouns
- Form the present tense of regular and irregular verbs
- Use connectives – temporal and causal
- Use conditional and *si* sentences (imperfect and conditional)
- Form and use the future tense

Year 12: Spring Term

Artistic culture in the French-speaking world

- A culture proud of its heritage (Une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contem-poraine)
- Use adjective agreements, comparatives and superlatives
- Use *si* sentences (present and future)
- Use the subjunctive with expressions of doubt, uncertainty or necessity
- Use question forms and command forms
- Use the subjunctive to suggest possibility with verbs of wishing and emotional reaction

Year 12: Summer Term:

- Cinema: the 7th art form (Cinéma : le septième art)
- Use the conditional
- Use infinitive constructions
- Use *si* sentences (pluperfect/past conditional)
- Use connectives followed by the subjunctive

Study of a film or of a literary text

- Discussing theme, character, social and cultural context in film
- case studies of *La Haine* and *L'Étranger*
- Discussing theme, character, social and cultural context in literature
- Writing an essay about a film or a literary text

PREPARATORY TASKS

1. Write **in English** as many 200 words essays as possible, from the list below, as it will help you to argue points in the topics that will be covered throughout the course:

- Are you for or against marriage?
 - Do you get on better with your friends or your family?
 - Is the life of a teenager easier now than fifty years ago?
 - "The internet is a part of our everyday life." Do you agree?
 - How important is the internet in teaching, should we discourage students from using it?
 - What do you think of voluntary work? Should we give up our time for free? Who benefits from it?
 - "The world does not need a list of world heritage sites created by an international organisation" What do you think of this statement?
 - "There is nothing more important than our heritage. It is important to preserve it at all cost." What do you think of this statement?
 - Could modern music be as timeless as the music from the past? Please answer this question.
2. ESSENTIAL: Read Albert Camus *L'étranger* (in English and/or in French)
 3. ESSENTIAL: Watch *La Haine* Mathieu Kassovitz (1995) (in English and/or in French)

EQUIPMENT LIST

Collins Robert French Dictionary (ISBN – 978-0-00-728044-5)

RECOMMENDED READING AND COURSE BOOKS

These are the course books and will be given to students in September:

- *Élan: Grammar Workbook & CD Second edition* (Oxford, 2008) ISBN-10: 019915340X
- *AQA French A Level Year 1 and AS* - By Rob Pike, Colin Povey, Paul Shannon (Oxford) – ISBN: 978 019 836688 1
- *Mot a Mot: New Advanced French Vocabulary Book* - By Paul Humberstone (Hodder Education, 2010) Fifth Edition ISBN-10: 144411000 - 5
- *A Bag of Marbles*, by Joseph Joffo, translated by Martin Sokolinsky (The University of Chicago Press, University of Chicago 2001) ISBN-13: 9780226400693
-

Other useful reading includes:

- *A Brief History of France* - by Cecil Jenkins (Robinson, 2011) ISBN-10:1845298683
- *Contemporary France: An Introduction to French Politics and Society* (Hodder Arnold Publication, 2003), David Howarth, Georgios Varouxakis ISBN-10: 0340741872

USEFUL WEBSITES

- www.languagesonline.org.uk
- www.bbc.co.uk/languages
- www.tv5.org
- www.lemonde.fr
- <http://frenchculture.org>

FURTHER SUGGESTIONS FOR FRENCH

- Try to visit a French speaking country, if you can. (language & cultural awareness)
- Watch films in French
- Watch French films, in English if you want (cultural awareness)
- Read bilingual books.
- If you can, watch TV5 Monde TV channel.
- Visit/get in touch with CILT: 111 Westminster Bridge Rd, London
- Visit/get in touch with The Alliance Française (Cambridge or London)

FURTHER MATHEMATICS

Head of Department: Alison Bagg

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COURSE OUTLINE

Further Mathematics, which can only be taken alongside Mathematics, is an exciting course, giving you great insight into areas of study at university, and applications of advanced mathematics in many professional fields such as medicine, engineering, finance and research. There is some flexibility in the modules taken, particularly in the second year and we try to offer a range to best match every student's interests.

The qualification is examined by four x 1 hour and 30 minute papers, all of equal weight.

Core Pure Mathematics 1 & 2

These two papers are taken by everyone. They cover proof, complex numbers (see the following task), matrices (multi-dimensional algebra), calculus (see the links in Mathematics), differential equations, vectors, co-ordinate geometry and polar co-ordinates (measuring space with concentric circles rather than grids). When each topic will be taught will be dovetailed with the teaching of the Mathematics A Level.

Optional Papers:

There are 10 different combinations for the third and fourth papers. You will have the option to explore more of the Core Pure ideas by looking at calculus and trigonometry (FP1) and/or groups, matrices, complex numbers and number theory (FP2). These can be mixed with further studies in statistics, mechanics or decision maths.

Statistics will look at methods of modelling real life situations and how we check that predictions made by the models are valid (FS1 and FS2).

Mechanics will look at momentum, work & power, circular motion, springs, oscillations and centres of mass (FM1 & FM2).

Decision maths looks at the mathematics behind effective and efficient decision making such as linear programming, critical path analysis, minimum routes, game theory and graph theories.

PREPARATORY TASKS

What If $\sqrt{-1}$ really Exists?

Although in GCSE we would solve $x^2 + 1 = 0$ as follows:

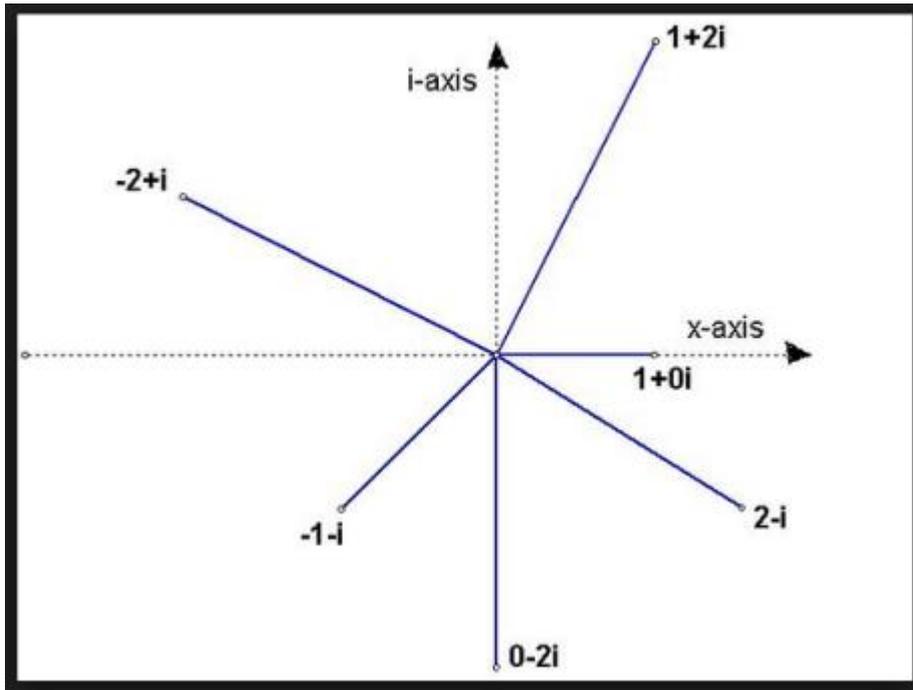
$$x^2 + 1 = 0$$

$$x^2 = -1$$

No solution as there is no square root of a negative number because a negative x a negative equals a positive.

A whole new branch of mathematics opens up if we say there is a new number called i which has the property: $i^2 = -1$.

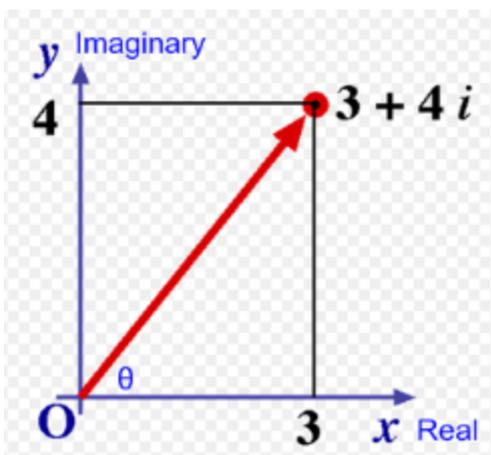
Mathematicians use i because we are dealing with an imaginary number. It is hard to visualise an imaginary number so mathematicians use an Argand Diagram. It does look exactly like a graph grid. The x-axis is the number line we know and love. We call it the real axis. The y-axis is the imaginary axis/number line and works just like the real one. For a truly neat explanation as to why we can draw the two number lines perpendicular to each other, watch: <http://www.youtube.com/watch?v=ZWYN6-WvA04>



This Argand Diagram gives an example of how we show numbers with real and imaginary parts. They are called complex numbers. Complex numbers can be multiplied by using the bracket expansion methods you learnt for GCSE. So:

$$\begin{aligned}
 (3+4i)(2+5i) &= 3 \times 2 + 3 \times 5i + 2 \times 4i + 4i \times 5i \\
 &= 6 + 15i + 8i + 20i^2 \\
 &= 6 + 23i - 20 \quad (\text{remember } i^2 = -1) \\
 &= -14 + 23i
 \end{aligned}$$

One more aspect to learn before the task.



This is the number $3 + 4i$.

It can also be thought of as the hypotenuse of a triangle. By Pythagoras the length of the number is $\sqrt{(3^2 + 4^2)} = 5$. This is known as the modulus of the number and we write it $|3+4i| = 5$

The angle θ is called the argument. Remember it as the size of the argument the hypotenuse has with the positive real axis! Using SOHCAHTOA

$$\theta = \tan^{-1}(4/3) = 53.13^\circ$$

Now the task!

Complete the investigation below and write a brief summary which includes your workings.

Choose any two complex numbers; they must have non-zero imaginary parts.

Find the modulus and argument of both these numbers. Multiply them and find the modulus and argument of the result. Remember that the argument is measured from the positive real axis. What do you notice?

Try with several other pairs. Do the same results occur?

Write out a general rule.

Two extension activities:

1. What do you think happens when we divide two complex numbers? If you want to explore this further find out about complex conjugates.
2. Can you prove by algebra that the modulus is true for any two complex numbers?
Use the numbers $a + bi$ and $c + di$

For further explanation look at:

Complex Numbers

- nrich.maths.org/9859

Polar co-ordinates

- nrich.maths.org/2755

And, if you like the look of the graphs then browse:

- <http://www-history.mcs.st-and.ac.uk/Curves/Curves.html>

EQUIPMENT LIST

- Scientific calculator

RECOMMENDED READING

A Level Mathematics For Edexcel: Further Pure FP1 OUP ISBN-13 978-0199117833

USEFUL WEBSITES

- Nrich.maths.org
- Undergroundmathematics.org

These two websites have plenty of fascinating articles describing how maths is used and where studying maths can lead you.

- www.mathscareers.org.uk/16-19.cfm
- www.plus.maths.org/content/

GEOGRAPHY

Head of Department: Denise Eades

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COURSE OUTLINE

Year 12: Autumn Term and Spring Term

Paper 1: Students begin by looking at various natural hazards, their causes and more importantly their effects on people. Students will examine the locations where these occur as well as looking at the interaction of physical systems with vulnerable populations and how this can result in major disasters. Students will also study coastal landscapes and how they are increasingly threatened by physical processes and human activities. Finally students will study the Water and Carbon Cycles and the role of feedbacks in and between the two cycles which will develop their knowledge and understanding of Climate Change.

Paper 2: Students begin looking at the concept of Globalisation and the impacts on the Economy, society and the environment. They will then examine the ways in which some urban and rural places may need to be regenerated in order to lessen economic and social inequalities between regions. Students will also be involved in the study of Superpowers and how and why the next group of Superpowers may come about. Finally they will study Global Development and Connections resulting in the concepts of Migration, Identity and Sovereignty.

(There is an element of fieldwork necessary for this examination)

Year 12: Summer Term

This term involves completing any areas of the course that require review and a thorough revision program will be put into place enabling students to use the ideal ways for them to revise, leading up to mock examinations.

PREPARATORY TASKS

Physical Geography

Students need to get an overview of the physical geography topics by reading set texts and journals watching videos, TV documentaries based on the topics. You could keep a record of any earthquakes, volcanic or tsunami events that happen. Categorise them into a) causes; b) effects; c) how they are managed.

Human Geography

Additionally, over the summer, you should research into one named Transnational Corporation which will be an essential case study for the 'Going Global' section of the Global Challenges paper. We will be learning that TNCs play a crucial role in the development and spread of global business and trade. You should choose one TNC (we will be studying Tesco, so you could select this or choose your own alternative).

Areas to research for your named TNC:

- How did the company start and where are its headquarters?
- What products does it specialise in?
- How and when did it expand into a TNC?
- What countries does it now operate in?
- How globally significant is the company?
- How does it adapt its products to different markets around the globe? (Globalisation)
- You may like to consider presenting your work as a timeline...

RECOMMENDED READING

- *Natural Hazards & Disasters* (Philip Allan Updates)-, Warn & Holmes (2008)
- *Climate Change* – Redfern – (Philip Allan updates)
- *Rivers & Coasts* – Hordern – (Philip Allan Updates)
- *Geography Review* – geography journal aimed at A level students – published by Philip Allan

USEFUL WEBSITES

- www.em-dat.net – data connected with natural hazards.
- www.unisdr.org/disaster-statistics -statistics connected with natural hazards.
- web.worldbank.org – as above.
- www.usgs.gov/ - USGS website. Reliable website which includes information on tectonic activity, variety of current data and reports.
- www.globalization101.org/-
- worldmapper.org/textindex/text_index.html- includes a range of topological maps which are a really useful tool to use especially with human topics such as migration and globalisation.
- www.geographyinthenews.rgs.org – Geography in the News (Royal Geographical Website) – up to date articles – especially relevant for human geography

HISTORY

Head of Department: Mario May

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COURSE OUTLINE

Year 12: Autumn Term

The French Revolution and the Rule of Napoleon 1774-1815

- The causes the French Revolution from 1774 to the storming of the Bastille, July 1789
- The nature of French society in the late eighteenth century under the *ancien regime*.
- The decline and fall of Napoleon 1807-1815 from the Continental System to Waterloo.

Period Study: Britain 1900-1951- Enquiry topic: A New Century 1900-18

- Political Issues 1900-14. Governments, parties, Labour party, trade unions and suffragettes.
- Social Issues 1900-18. Liberalism, poverty, education, rights.
- Britain at War 1914-18. Attitudes, governments, Home front, women.

Year 12: Spring Term

The French Revolution and the Rule of Napoleon 1774-1815

- The Revolution from August 1789 to the Directory.
- The Terror and the overthrow of Robespierre 1795.
- Napoleon Bonaparte's life and career to 1807 from Consul to Emperor.

Period Study: Britain 1918-1951

- British political, social and economic history 1918-38.

Year 12: Summer Term

Civil Rights in the USA 1865-1992

- The Constitution of the USA.
- The period of Re-Construction 1865-1877.
- The African-American struggle for civil rights from the 'Jim Crow' era up to the 1990s.

Period Study: Britain 1918-1951

- British political, social and economic history 1939-1951.

NB In Year 13 there will be a focus on the coursework topic of the Cold War from a selection of essays chosen by the History Department and agreed by the board to be completed in time for the internal moderation process at the end of the Spring Term. The Civil Rights in the USA unit will examine the struggle of women, Native Americans, and workers 1850-1992.

PREPARATORY TASKS

The French Revolution and the Rule of Napoleon 1774-1815

Research France today, especially its political system, and the condition of the country's economy and culture in the context of the rest of Europe, especially the European Union. You will be assessed in question and answer in the very first lesson back

Britain 1900-1951

Find out about Britain 1900-1951 from books, websites, documentaries, talking to relatives, etc. Look at the information and images about science, art, architecture, the media, entertainment, travel and lifestyle as well as the more straightforward political, social and economic history. An overview of the period will be integral to the course introduction.

RECOMMENDED READING AND COURSE BOOKS

The set textbook for Britain which will be given to the students in September is

- *Britain 1846-1951* M. Wells and N. Fellows (Hodder 2015)

The set text for France (which will be given to the students in September) is:

- *France in Revolution 1774-1815* D. Rees and D. Townson, (Hodder 2015)

Other excellent texts are:

- *The Great Nation: France from Louis XV to Napoleon* – Colin Jones, (Allen Lane 2002)
- *The French Revolution: Class War or Culture Clash?* –T.C.W.Blanning (MacMillan1998)

USEFUL WEBSITES

- www.ocr.org.uk The website of the exam board has complete syllabus information and past exam papers
- www.iwm.org.uk The Imperial War Museum website
- www.institut-francais.org.uk the French Cultural Institute

FURTHER SUGGESTIONS FOR HISTORY

- Visit France, especially Paris, Lyon, Marseilles and Bordeaux, the biggest and most important cities, culturally and economically, and most relevant to the events in France in these years. They will give a good picture of the sheer diversity of the country.
- Watch some movies, e.g. *The Hunchback of Notre Dame*, *Marie Antoinette*, *The Affair of the Necklace*, *Dangerous Liaisons*.
- Read, Choderlos de Laclos *Les Liaisons Dangereux*, and anything by Victor Hugo, Diderot, Moliere – all writers available in English quite cheaply.
- Cook some French food and eat it!
- Look at some French art especially by David and Delacroix, architecture, design classics like cars and kitchen materials and fashion.
- Listen to French music – opera, concertos, modern jazz.
- Watch Andrew Marr's two series of documentaries *The History of Modern Britain* and *The Making of Modern Britain*.
- Visit Blenheim Palace (Oxfordshire) Churchill's birthplace, Chartwell (Kent) Churchill's beloved home for most of his married life, the Cabinet War Rooms and Churchill Museum (London), the Science Museum and the Transport Museum.

MATHEMATICS

Head of Department: Alison Bagg

Email: alison.bagg@stchris.co.uk

COURSE OUTLINE

The Mathematics A Level course is designed to give you insight into how Mathematics can be applied in many other subjects, as well as pursuing it as a rigorous discipline in its own right. In this new A Level you will learn about **pure mathematics**, which gives you a tool set to apply to other areas, as well as **mechanics**, how physical movement happens, and **statistics**, how we can model world events and make reliable predictions.

The course is examined by three papers, all of equal weight.

Pure Mathematics: Papers 1 & 2

For these two papers you will learn how to construct three different categories of proof, build a much better understanding of rates of change (differentiation), look at how algebra and geometry cross over (co-ordinate geometry), learn to use e and logarithms to speed calculations, understand how trigonometry solves many problems and use advanced algebra skills. Integration both exact and methods of approximation are also considered.

Statistics and Mechanics: Paper 3

This part of the course gives you the opportunity to explore two of the major areas of applications of pure mathematics.

The **statistics** section will teach you how to present data in several formats, analyse data and devise models to make future predictions. You will also learn how to reassess the models given new information. A major part of the course will use a large dataset concerning long term weather trends in UK and abroad.

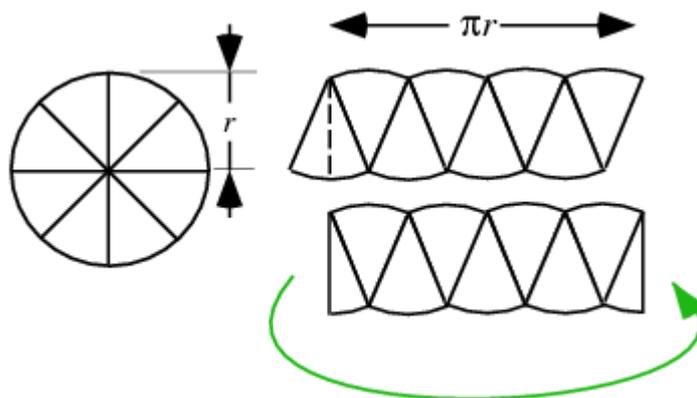
The **mechanics** section teaches the fundamentals of Newtonian mechanics and looks at forces, kinematics and moments. You will learn how to model the impact of friction on movement, the impact of gravity and how to use differentiation and integration when examining distance, speed and acceleration.

PREPARATORY TASKS

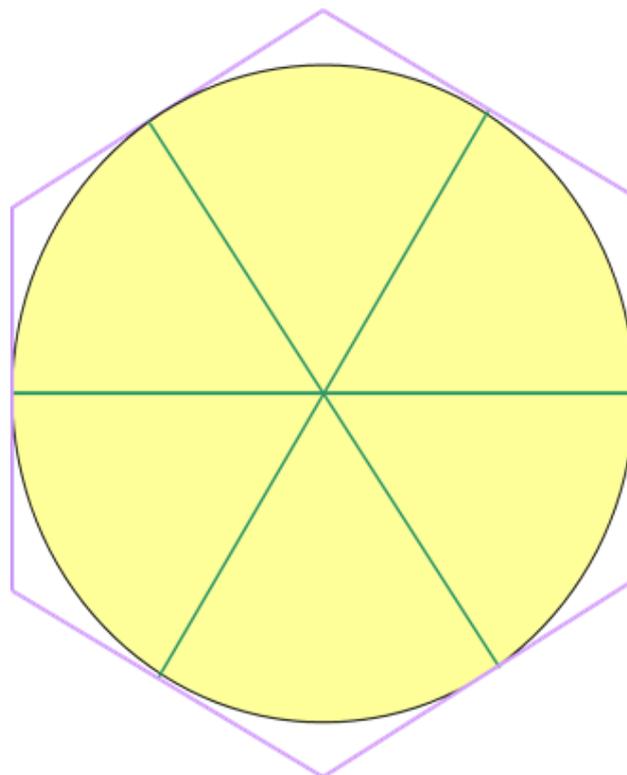
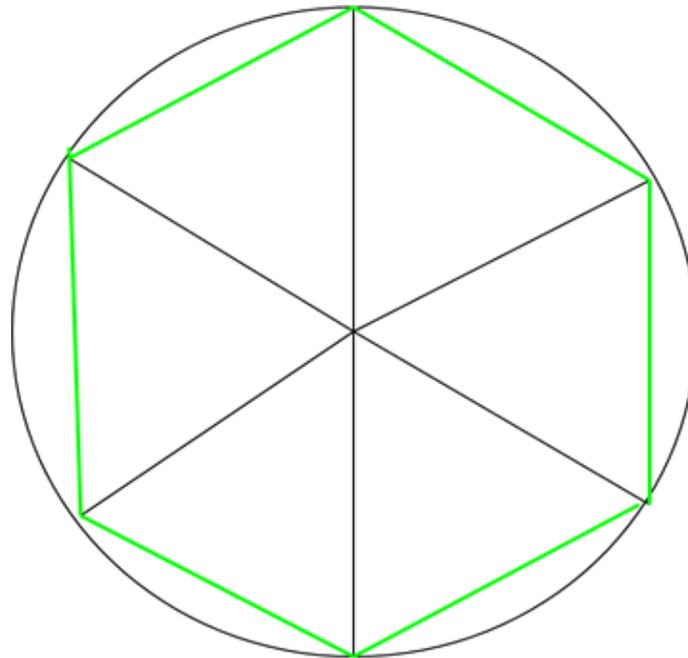
Task 1

Finding π Without a Calculator

Archimedes found π correct to over 22 decimal places, using fractions and no calculator! He did this by breaking up a circle with radius 1 unit into triangles.



He then went on to realise that he could fit a regular polygon inside a circle (inscribe) and outside a circle (circumscribe). Here is an example with a hexagon.



If he found the area of the inscribed hexagon and the circumscribed hexagon, found the mean of the two, he would have an approximation to π . Why?

So how would you do this? Think about angles in a regular hexagon and some of the trigonometry rules you have looked at for GCSE.

Need another hint?...

Either split each triangle in half to produce 2 right angled triangles...

Or use the sine rule for area

www.bbc.co.uk/education/guides/z9jsqk7/revision/3

Archimedes realised that if he increased the number of sides, the inscribed and circumscribed polygons would both be closer to the circle and his estimate of n would be more accurate. He got as far as a 96 sided polygon.

Try it for yourself.

Sides	Centre Angle	Lower Bound (Inscribed)	Upper Bound (circumscribed)	Average
6	60			

Prizes are available for:

- A completed and accurate table.
- A general rule for the areas of the inscribed and circumscribed polygon with n sides. Can you extend this to an estimation for n ?

Task 2

The nrich website has a series of articles and activities to introduce you to calculus. Look at these:

- nrich.maths.org/4722 - Differentiation
- nrich.maths.org/6843 - Trigonometry

To help you gain a different perspective on a GCSE A* topic:

- nrich.maths.org/8394 - Irrational Numbers

EQUIPMENT LIST

Scientific calculator

RECOMMENDED READING

To brush up on the GCSE try:

- *Bridging GCSE and A Level: Student Book*: Collins ISBN-13 978-0007410231

To supplement the Core 1 and Core 2 studies:

- *A Level Mathematics For Edexcel: Core 1 / 2*: OUP ISBN-13 978-0199117796

USEFUL WEBSITES

- www.mymaths.co.uk Click on the A Level link on the left hand side of the screen, then the Core 1 tab.
- <https://undergroundmathematics.org> - This site has activities to explore for the Core modules of the course.

FURTHER SUGGESTIONS FOR MATHS

These two websites have plenty of fascinating articles describing how mathematics is used and where studying maths could lead you.

- www.mathscareers.org.uk/16-19.cfm
- www.plus.maths.org/content/

MUSIC

Head of Department: Martin Goodchild

Email: martin.goodchild@stchris.co.uk

COURSE OUTLINE

A level music requires students to develop an in-depth knowledge and understanding of musical elements, musical contexts and musical language.

There are six areas of study:

1. Instrumental music of Haydn, Mozart and Beethoven.
2. Popular song: Blues, jazz, swing and big band.
3. Instrumental jazz from 1910 to the present day.
4. Religious music of the Baroque Period.
5. Programme music 1820-1910.
6. Innovations in music from 1900 to the present day.

The course allows you to have a greater weighting on either Performing or Composing depending on which of these best suits you. You therefore follow either pathway A or Pathway B.

Performing A (25%)

Perform a recital that is recorded on your instrument or voice and either as a solo or as part of an ensemble lasting 6-9 minutes.

Composing A (35%)

Composition of at least three separate pieces of music:

- One to a brief set by OCR,
- One to a brief written by the student.
- A specialist study in composition techniques.

Performing B (35%)

Perform and record a recital lasting 10-12 minutes.

Composing B (25%)

Composition of at least two separate pieces of music:

- One set to a brief by OCR
- One to a brief written by the student.

Listening and Appraising

Written exam responding to extracts on a CD and contextual study of prescribed works and Areas of Study.

PREPARATORY TASKS

Task 1

Prepare a piece to perform on your chosen instrument (or voice). The piece can be in any style and you will need to be ready to perform to the teacher, and the rest of the group. You will also be asked to introduce the piece of music and describe any relevant features, such as structure, use of melody, harmony and rhythm. As part of the AS music course you will be expected to perform in front of others and you will also need to record at least 8 minutes worth of music featuring yourself as a performer. Your enjoyment, and understanding, in music will always be extended by discovering more about the context and background to the music which you play.

Task 2

Prepare a 15 minute presentation, to be given to the teacher and rest of the class, on one of the following 3 composers: J.S. Bach, Mozart, Bernard Herrmann (Psycho), Kate Bush, Beatles or Stravinsky. You should include musical extracts and demonstrate an understanding of the importance of the work of these composers in influencing the development of musical styles and

trends. Each of these composers had a massive impact on the musical world and their music is a joy to discover and listen to.

Task 3

You should ensure that your Treble and Bass cleff reading, and writing, using staff notation is secure. You should know the names of all notes and how to write them.

EQUIPMENT LIST

- Manuscript paper
- i-pod/MP3 player/listening device.

Access to a score writing programme, such as Sibelius, and to composing software, such as Logic would be advantageous.

USEFUL WEBSITES

- www.thestudentroom.co.uk/wiki/A-Level_Music -
- www.edexcel.com/quals/gce/gce08/music/music/
- www.musiclearningcommunity.com
- www.funbrain.com
- www.musictheory.net
- www.creatingmusic.com
- www.easymusictheory.com

RECOMMENDED READING AND COURSE BOOKS

- *A History of Western Music* – Donald Grout ISBN-10: 0393927490
An authoritative and informative book that is good for research and is a great standard text book, found in all good University and College music departments. It is an absolute first class starting reference point for essays and understanding and no music student should be without it.
- *The Lives of the Great Composers* – Harold Schonberg – ISBN-13: 978-0349109725
A great read with lots of interesting detail about the music and context of the most important composers. Harold Schonberg offers music lovers a series of fascinating biographical chapters.
- *Harmony* – Walter Piston ISBN 0393954803

FURTHER SUGGESTIONS FOR MUSIC

Aim to attend as many live musical events as possible and try to get used to listening out for, and appreciating, the musical context and features that you hear. This might even include noticing unusual harmonies, the sounds of different instruments and the structure of the music etc.

During the A Level course you will study pieces from many different styles and therefore it is essential that you immerse yourself in music from a wide range of sources.

Look out for concerts or music events that interest you but also try to get to something that you wouldn't normally go to. There are a number of excellent concert venues, both in London, Cambridge and even more locally, which are well worth investigating.

The Proms, always held at the Albert Hall, throughout the summer, are always a great way to hear fantastic music at a very cheap price (tickets are usually only around £5!).

Examples of other venues:

The Royal Festival hall; St. John Smith's Square; The Royal Academy of Music (free lunchtime and evening concerts); Little Benslow (Hitchin), Hertfordshire University (hosts concerts of a very high calibre), The Corn Exchange, Cambridge; The Gordon Craig Theatre, Stevenage; Ronnie Scott's, London; The Jazz Cafe, London; King's College, Cambridge.

Hertfordshire University and Little Benslow both run a range of extremely interesting, and diverse, music appreciation and practical workshops and courses during the summer.

PHYSICAL EDUCATION

Head of Department: Ian Hughes

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COURSE OUTLINE

The Eduqas A level in Physical Education provides a coherent combination of four areas of study:

1. Exercise physiology, performance analysis and training
2. Sport psychology
3. Skill acquisition
4. Sport and society

Any of the areas of study can be assessed in any of the units. The content can be assessed in units 1 and 3 as part of the written examinations and in units 2 and 4 as part of the analysis and evaluation of performance. The specification enables learners to understand the interrelationships between the areas of study and apply them in a variety of contexts.

UNIT 1

Exercise physiology, performance analysis and training:

- Performance analysis in sport;
- Levers;
- Analysis of movement in physical activities;
- Joints and articulations;
- Muscular-skeletal system;
- Preparation and training methods;
- Energy systems and their application to training principles;
- Fatigue and the recovery process
- Diet, nutrition and performance.

Sports psychology:

- Personality;
- Stress, anxiety and arousal;
- Motivation.

Skill acquisition:

- Skill, ability and application to practical activity;
- Learning processes and variables.

Sport, culture and society:

- Sport, culture and society;
- Emergence of modern sport;
- Social differentiation within sport.

UNIT 2

- Practical performance as a player/performer: Learners must demonstrate and apply the relevant skills and techniques for the sport/activity. All activities should be played under competitive/formal conditions.
- Practical performance as a coach: Learners must plan and deliver a coaching session as part of a training programme.
- Practical performance as an official: Learners should be the main official in their chosen activity in a competitive situation.
- Personal Performance Profile: The personal performance analysis must be of the chosen practical activity. It must be underpinned by appropriate theoretical subject content and provide learners the opportunity to demonstrate quantitative skills.

UNIT 3

Exercise physiology, performance analysis and training:

- Short term responses to exercise;
- Long term adaptations to exercise;
- Diet, nutrition and performance;
- Biomechanical principles;

- Linear motion; projectile motion;
- Fluid mechanics.

Sports psychology:

- Attitudes;
- Aggression;
- Social facilitation;
- Group dynamics;
- Attribution theory.

Skill acquisition:

- Information processing.

Sport, culture and society:

- Ethics and deviancy within sport;
- Sport and the mass media;
- Sport, consumerism & globalization;
- Mass participation to excellence.

UNIT 4

- Practical performance as player/performer: Learners must demonstrate and apply the relevant skills and techniques required for the sport/activity. All activities should be played under competitive/formal conditions.
- Practical performance as a coach: Learners must plan and deliver a progressive coaching session as part of a training programme.
- Practical performance as an official: Learners should be the main official for their chosen activity in a competitive situation. Learners will be assessed in their ability to make consistent and correct decisions.
- Investigative Research: The research should help the learner to improve personal performance as a player/performer, coach or official. It must be linked to the chosen practical activity and contain research into appropriate theoretical subject content. It must provide opportunities for candidates to demonstrate quantitative skills.

PREPARATORY TASK

Your preparatory task is to begin your personal performance profile (PPP) specifically the **Self-Analysis** section. The personal performance profile must aim to provide recommendations to improve performance in your assessed practical activity. This work has an advisory word count of 1500-2500 words.

To complete the PPP you need the following:

1. An initial self-analysis of performance identifying aspects in need of improvements.
2. Targets for improvement are set based on the initial self-analysis and analysis of relevant theory.
3. An analysis of data generated, following the completion of the training programme.
4. An evaluation of the training programme with recommendations for improving future performance.

Four assessment hours are recommended for self-analysis and planning. These may be completed independently without direct supervision.

Following the completion of the self-analysis, a period of at least 10 weeks should be allowed for you to complete your training programme. During this period, you should monitor your own progress.

You should produce an excellent and accurate self-analysis of performance, which allows you to clearly identify areas in need of improvement. Furthermore, this analysis should provide you with an excellent tool for target setting utilising appropriate and detailed SMART targets set.

Please complete a self-analysis of your performance in your chosen activity area.

1. You should complete a definition of each component and give a practical example of how they relate to your activity and personal performance.

2. You will need to give yourself a score out of ten for each separate component, e.g. you may give yourself nine for cardiovascular endurance but only a six for flexibility. You must justify your score and also decide how important each component is to your activity and therefore your personal performance.

Physical

Health related components of fitness; body composition, cardiovascular endurance, flexibility, muscular endurance and strength (dynamic, explosive and static).

Skill related components of fitness; agility, balance (dynamic and static), coordination (foot-eye, hand-eye etc.), power, reaction time and speed.

For example: Coordination- Hand eye co-ordination is essential for the execution of accurate and correctly weighted passing whilst foot eye is fundamental for avoiding footwork faults. Overall you also need to be able co-ordinate your whole body if you are passing and receiving on the move.
My Score: 9 How Important: 10

Technical

This will depend on the core skills of your sport or activity, for example in association football for an outfield player they would include: passing, receiving, heading, tackling and shooting.

For example: Passing – both with outside and inside of foot. Can be short or long. Can be played into teammates' feet or into space to move onto. Short passes tend to have less weighting and be more precise; whereas longer passes are lofted or drilled. Effective passing enables a team to maintain possession and create goal scoring opportunities. Weight and accuracy of the pass is vital.

My Score: 8 How Important: 10

Tactical

Again this will dependant on your chosen activity but also perhaps specific to a particular position within your activity.

For example: Marking - more often than not a player marks her counterpart (e.g. centre guarding centre), but a player may be assigned to guard a different position depending on court movement restrictions. The strategy is not rigid however, and a player might switch assignment if needed, or leave her own assignment temporarily to double team an offensive player. To attempt to prevent the opposition from scoring while playing in or near the post.

My Score: 8 How Important: 9

Behavioural

Anxiety/ stress management, assertiveness, attitude, concentration, motivation and self-efficacy.

For example: Anxiety/ stress management - being able to control negative emotional feelings caused by increased arousal levels when faced with a situation which they perceive to be threatening or fear failure. Stress is experienced when an individual feels that they cannot cope with a situation with which they are presented. If an athlete is in a stressful situation then their athletic performance, whether in competition or in training, will be affected. For example; a netball shooter becoming overly stressed and consequently losing focus on her technique and missing potential goals.

My Score: 8 How Important: 9

EQUIPMENT LIST

- Appropriate Footwear (sports training shoes not fashion footwear e.g. Converse or Vans style shoes)
- St Chris PE Kit or

- White polo or GCSE PE Dri-Fit training top
- Navy shorts
- Navy or grey sports sweater (not hooded)
- Waterproof training jacket
- Heart Rate Monitor (supplied)
- Stop Watch (supplied)

USEFUL WEBSITES

- www.geocities.com/sjbphysed/AlevelPE
- www.wjec.co.uk
- www.peworld.org
- www.teachpe.com
- www.alevelpeonline.co.uk
- www.bbc/sport.co.uk
- www.skysports.com
- www.guardian.co.uk
- www.pe4u.co.uk
- www.uksport.gov.uk
- www.brianmac.co.uk

RECOMMENDED READING

- Davis, Bob et al, *Physical Education and the study of sport*, Mosby.
- Beashel and Taylor, *Advanced studies in PE and Sport*, Nelson.
- Honeybourne, *Advanced PE and Sport*. 3rd Edition, Nelson Thornes.
- Wesson, Kevin et al, *Sport and PE*. 3rd Edition, Hodder and Stoughton.
- Webster, *AS/A2 Sport Psychology Guide*, Jan Roscoe Publications.
- Clegg, *Exercise Physiology*. Feltham Press.
- Cashmore, *Sport Psychology – Key Concepts*, Routledge Key Guides.
- Farrally, *Structure of the body 2nd Edition*, Jan Roscoe Publications.
- James, *Complete A-Z PE Handbook*, Jan Roscoe Publications.
- Manore, *Sport Nutrition for Health and Performance*, Amazon.
- Wood, *Applying Psychology to Sport* 1 Edition,
- Wood, *Sport (Psychology in Practice Series)* 1 Edition, A&C Black London
- Ackland, *The Complete Guide to Endurance Training* 3 Edition, A&C Black London.
- Bean, *The Complete Guide to Sports Nutrition* 6 Edition, A&C Black London.
- Shepherd, *The Complete Guide to Sports Training* 1 Edition, A&C Black London.
- Bean, *The Complete Guide to Strength Training* 4 Edition, A&C Black London.



Standalone Farm 10Km - 2016

PHYSICS

Head of Department: Andy Owen

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COURSE OUTLINE

Throughout the course

- Module 1 Development of practical skills in physics

Year 12: Autumn Term - 1st Half Term

- Module 2 Foundations of Physics
- Module 3 .1 Motion

Year 12: Autumn Term - 2nd Half Term

- Module 3.2 Forces in action
- Module 3.3 Work, energy and power
- Module 3.4 Materials
- Module 3.5 Newton's laws of motion

Year 12: Spring Term - 1st Half Term

- Module 4.1 Charge and current
- Module 4.2 Energy, power and resistance

Year 12: Spring Term - 2nd Half Term

- Module 4.3 Electrical Circuits
- Module 4.4.1 Wave motion
- Module 4.4.2 Electromagnetic waves
- Module 4.4.3 Superposition
- Module 4.4.4 Stationary waves

Year 12: Summer Term - 1st Half Term

- Module 4.5 Quantum Physics
- Revision and AS exams or Mocks.
- We may also include an extended practical for those not doing AS exams.
- If there is no exam period
- Introduction to nuclear and particle physics from A level 6.4.1 & 3

Year 12: Summer Term - 2nd Half Term

- Astrophysics and cosmology from A level section 5.5 or Medical Imaging section 6.5

PREPARATORY TASKS

The revision guide entitled *Head Start to AS Physics* is a CGP revision guide intended for the 2015 examination series. However the material in it is all relevant to your course. It would be wise to buy a copy and make a start before the beginning of the academic year.

I would be very impressed if you found out the following:

1. All the suvat equations
2. All the base SI units
3. The definition of the unit of length
4. The value of all the prefixes in the SI system
5. Where the 1kg is kept
6. Why do we need such huge temperatures to give nuclear fusion on Earth when the Sun can do it for temperatures ten times lower?
7. What is a SYNCHRONOUS SATELLITE?
8. What is the purpose of CRUMPLE ZONES in cars?
9. Give an example of resonance
10. What happens to objects travelling close to the speed of light
11. Why is the STRONG NUCLEAR FORCE important in the universe?

12. What is the definition of elastic and plastic?
13. What is a brittle material?
14. How can you accelerate at a constant speed?

You will need to answer these questions verbally in an interview, you may use notes to help you answer.

EQUIPMENT LIST

- Scientific calculator

RECOMMENDED READING

Keep in touch with the latest advancements by reading:

- Scientific American
- New Scientist

There is no essential reading but you may try either:

- <http://www.npl.co.uk/educate-explore/protons-for-breakfast/course-structure/> which gives a general introduction to science in 6 powerpoints and questions, or
- <http://tap.iop.org/mechanics/materials/index.html>
This gives the first topic in the course but you may find it hard on your own. Just read through it but don't worry about the problems.

As background reading you could try anything by Richard Feynman or try watching a first year university course lecture at MIT here:

- <http://ocw.mit.edu/courses/physics/8-01-physics-i-classical-mechanics-fall-1999/video-lectures/>

Ignore the maths and feel the fun.

USEFUL WEBSITES

- www.iop.org/
- www.physics.org/
- www.youtube.com/user/physicseducation
- physics.org
- @DoTryThisAtHomeThe voice behind physics.org, sharing the best physics on the web
- @stchrissci - St Chris Science on Twitter

PSYCHOLOGY

Head of Department: Sue Woollard

Email: sue.woollard@stchris.co.uk

COURSE OUTLINE

Year 12: Autumn Term

Introductory topics in Psychology:

- The origins of Psychology and the emergence of Psychology as a science.
- Overview of the approaches and research methods.

Social Influence:

- Conformity. Obedience. Resistance to social influence. Minority influence.
- Role of social influence in social change.

Memory:

- Multi-store model and types of long term memory. Working memory model. Forgetting. Eyewitness memory.

Attachment:

- Infant caregiver interaction and the role of the father. Learning theory and Bowlby's explanation of attachment.
- Strange situation and attachment types. Cultural variations. Romanian orphan studies and the influence of early attachment.

Methods:

- Experimental method. Observational method. Self report techniques: questionnaires and interviews.
- Models of Memory

Year 12: Spring Term

Approaches to Psychology:

- Behaviourist approach; Cognitive approach; Biological approach.

Biopsychology:

- Synaptic transmission; Autonomic nervous system (ANS); Central nervous system (CNS); The endocrine system; Adrenaline and fight or flight response.

Psychopathology:

- Definitions of abnormality; Introduction to Psychological disorders; Characteristics of phobias and Behavioural explanations of phobias; Treating phobias; Characteristics of depression and Cognitive explanations for depression; Treating depression.

Methods:

Correlational research: presenting and interpreting correlational data

Year 12: Summer Term

Psychopathology (cont)

- Characteristics and explanations for OCD; Treating OCD.

Methods:

- The scientific process; Data handling and analysis; Inferential testing; Designing and carrying out psychological research.

PREPARATORY TASKS

Task One

Read this introduction to the fields of Psychology:

Psychology is a huge topic and conveying the depth and breadth of the subject can be difficult. As a result, a number of different fields of psychology have emerged to deal with specific subtopics within the study of the mind, brain and behaviour. Most general and introductory psychology courses cover many of these fields of psychology. As you delve deeper into the subject, you'll soon find courses offered in each individual area. Each field of psychology represents a specific area of study focused on a particular topic. Often, psychologists specialize in one of these areas as a career. The following are just some of the major fields of psychology. For many of these specialty areas, additional graduate study in that particular field is required.

- **Abnormal Psychology:** Abnormal psychology is a field of psychology that deals with psychopathology and abnormal behaviour. The term covers a broad range of disorders, from depression to obsession-compulsion to sexual deviation and many more. Counsellors, clinical psychologists and psychotherapists often work directly in this field.
- **Biopsychology:** Biopsychology is a field of psychology that analyzes how the brain and neurotransmitters influence our behaviours, thoughts and feelings. This field can be thought of as a combination of basic psychology and neuroscience.
- **Clinical Psychology:** Clinical psychology is the branch of psychology concerned with the assessment and treatment of mental illness, abnormal behaviour and psychiatric problems.
- **Cognitive Psychology:** Cognitive psychology is the branch of psychology that studies mental processes including how people think, perceive, remember and learn. As part of the larger field of cognitive science, this branch of psychology is related to other disciplines including neuroscience, philosophy, and linguistics.
- **Comparative Psychology:** Comparative psychology is the branch of psychology concerned with the study of animal behaviour. Modern research on animal behaviour began with the work of Charles Darwin and has continued to grow into a multidisciplinary subject. Today, biologists, psychologists, anthropologists, ecologists, geneticists and many others contribute to the study of animal behaviour.
- **Counselling Psychology:** Counselling psychology focuses on providing therapeutic treatments to clients who experience a wide variety of symptoms. It is also one of the largest specialty areas within psychology. The Society of Counselling Psychology describes the field as " a psychological specialty [that] facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental and organizational concerns."
- **Developmental Psychology:** This field of psychology looks at development throughout the lifespan, from childhood to adulthood. The scientific study of human development seeks to understand and explain how and why people change throughout life. This includes all aspects of human growth, including physical, emotional, intellectual, social, perceptual and personality development. Topics studied in this field include everything from prenatal development to Alzheimer's disease.
- **Educational Psychology:** Educational psychology involves the study of how people learn, including topics such as student outcomes, the instructional process, individual differences in learning, gifted learners and learning disabilities.
- **Experimental Psychology:** Experimental psychology is an area of psychology that utilizes scientific methods to research the mind and behaviour. Experimental psychologists work in a wide variety of settings including colleges, universities, research centres, government and private businesses.
- **Forensic Psychology:** Forensic psychology is defined as the intersection of psychology and the law, but forensic psychologists can perform many roles so this definition can vary. In many cases, people working within forensic psychology are not necessarily "forensic psychologists." These individuals might be clinical psychologists, school psychologists, neurologists or counsellors who lend their psychological expertise to provide testimony, analysis or recommendations in legal or criminal cases.
- **Health Psychology:** The field of health psychology is focused on promoting health as well as the prevention and treatment of disease and illness. Health psychologists also focus on understanding how people react, cope and recover from illness. Some health psychologists work to improve the health care system and the government's approach to health care policy.
- **Human Factors Psychology:** Human factors is an area of psychology that focuses on a range of different topics, including ergonomics, workplace safety, human error, product design, human capability and human-computer interaction. In fact, the terms human factors and ergonomics are often used synonymously, with human factors being commonly used in the United States and ergonomics in Europe.
- **Industrial-Organizational Psychology:** Industrial organizational psychology is a field of psychology that applies psychological theories and principles to organizations. Often referred to as I/O psychology, this field focuses on increasing workplace productivity and related issues such as the physical and mental well being of employees. Industrial

organizational psychologists perform a wide variety of tasks, including studying worker attitudes and behaviour, evaluating companies and conducting leadership training.

- **Personality Psychology:** Personality psychology looks at the patterns of thoughts, feelings, and behaviour that make a person unique. Some of the best-known theories in psychology have originated in this field, including Freud's psychoanalytic theory of personality and Erikson's theory of psychosocial development.
- **Educational Psychology:** School psychology is a field that works within the educational system to help children with emotional, social and academic issues. The goal of school psychology is to collaborate with parents, teachers, and students to promote a healthy learning environment that focuses on the needs of children.
- **Social Psychology:** Social psychology looks at a wide range of social topics, including group behaviour, social perception, leadership, nonverbal behaviour, conformity, aggression and prejudice. It is important to note that social psychology is not just about looking at social influences. Social perception and social interaction are also vital to understanding social behaviour.
- **Sports Psychology:** Sports psychology is the study of how psychology influences sports, athletic performance, exercise and physical activity. Some sports psychologists work with professional athletes and coaches to improve performance and increase motivation. Other professionals utilize exercise and sports to enhance people's lives and well-being throughout the entire lifespan.

Task Two

Find out about one of the most famous studies in Psychology:

The Stanford Prison Experiment - What happens when you put good people in an evil place?

You will find a number of different articles/videos/reports relevant to the Stanford Prison

Experiment on the internet. For instance:

- www.simplypsychology.org/zimbardo.html
- www.prisonexp.org/
- www.youtube.com/user/PrisonExperiment

Use several of these sources to answer the following questions:

1. What police procedures are used during arrests, and how do these procedures lead people to feel confused, fearful, and dehumanized?
2. If you were a guard, what type of guard would you have become? How sure are you?
3. What prevented "good guards" from objecting or countermanding the orders from tough or bad guards?
4. If you were a prisoner, would you have been able to endure the experience? What would you have done differently than those subjects did? If you were imprisoned in a "real" prison for five years or more, could you take it?
5. What factors would lead prisoners to attribute guard brutality to the guards' disposition or character, rather than to the situation?
6. What is "reality" in a prison setting? This study is one in which an illusion of imprisonment was created, do you consider that the illusion became real for the prisoners and guards?
7. What is identity? Is there a core to your self-identity independent of how others define you? Do you consider that the prisoners and guards identities were affected by the situation they found themselves in? How difficult would it be to remake any given person into someone with a new identity?
8. After the study, how do you think the prisoners and guards felt when they saw each other in the same civilian clothes again and saw their prison reconverted to a basement laboratory hallway?
9. Was it ethical to do this study? Was it right to trade the suffering experienced by participants for the knowledge gained by the research? (The experimenters did not take this issue lightly).
10. If you were the experimenter in charge, would you have done this study? Would you have terminated it earlier? Would you have conducted a follow-up study?
11. What are the parallels between what occurred in the Stanford Prison experiment and the abuse of prisoners in the Abu Ghraib jail during the Iraq war?

12. Knowing what this research says about the power of prison situations to have a corrosive effect on human nature, what recommendations would you make about changing the correctional system in the UK?

RECOMMENDED READING

If you would like to gain an insight into Psychology over the summer this book provides an understanding of some of psychology's leading ideas and their practical relevance, making it a stimulating introduction for anyone interested in understanding the human mind.

Psychology a Very Short Introduction Gillian Butler and Freda McManus, Oxford University Press (ISBN: 9780192853813) -

Periodicals that are good background reading include:

- Psychology Review
- Scientific American

USEFUL WEBSITES

- BBC Human Body and Mind: Overview of Psychology with some fun and interesting Psychology Tests.
www.bbc.co.uk/science/humanbody/mind/articles/psychology/what_is_psychology.shtml
- BBC Radio 4 All in the Mind series: Programmes exploring the limits and potentials of the human mind with a huge archive of past programmes covering all sorts of topics related to mental health issues.
www.bbc.co.uk/programmes/b006qxx9
- The British Psychological Society website: Find out about professional careers in psychology, read the latest articles from the online archive of 'The Psychologist' magazine.
www.bps.org.uk
- The American Psychological Association website: Psych talks – videos and 'This is Psychology' clips. www.apa.org

FURTHER SUGGESTIONS FOR PSYCHOLOGY

- Science Museum, London: Psychology: Mind Your Head, a small exhibition exploring some of the stories, tools and puzzles that have engaged British psychologists during the twentieth century. www.sciencemuseum.org.uk/visitmuseum/galleries/psychology.aspx
- Freud Museum, London. Home of Sigmund and his daughter, now a museum containing Freud's library and collection of antiquities. www.freud.org.uk/
- Natural History Museum, London. The Human Biology gallery explains why, with all kinds of facts and figures about our bodies. Learn how hormones affect your body, senses like hearing and smell work, how our memories function, how blood does its job, and how the brain and other organs work together.
www.nhm.ac.uk > Visit us > Galleries > Blue Zone

SPANISH

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COURSE OUTLINE

A-level Spanish specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree.

Social issues and trends

Students must study the following themes and sub-themes in relation to at least one Spanish-speaking country, using a range of sources, including material from online media.

Year 12: Autumn Term

Aspects of Spanish-speaking society: current trends

- The changing nature of family (los valores tradicionales y modernos)
- The 'cyber-society' (el ciberespacio)
- Equal rights (la igualdad de sexos)
- Nouns, articles and adjectives
- Adverbs and pronouns
- Regular and irregular verbs (radical changing)
- Use of all tenses (present, past, imperfect, future, conditional, perfect, pluperfect)
- Use of subjunctive

Year 12: Spring Term:

Artistic culture in the Spanish speaking world

- Modern day idols (la influencia de los ídolos)
- Spanish regional identity (la identidad regional en España)
- Passive voice
- Use of ser and estar + participle
- Mode of address (formal and informal)
- Verbs followed by a preposition and infinitive
- Verbs followed by a gerund
- Uses of ser and estar (general)

Year 12: Summer Term

- Cultural heritage (el patrimonio cultural)
- Comparatives
- Word order
- Commands
- Questions
- Negations
- Prepositions por y para
- Conjunctions

Study of a film or of a literary text

- Discussing theme, character, social and cultural context in film.
- A case study of El laberinto del fauno
- Discussing theme, character, social and cultural context in literature.
- A case study of La casa de Bernarda Alba.
- Writing an essay about a film or a literary text.

PREPARATORY TASKS

1. Write **in English** as many 200 words essays as possible, from the list below, as it will help you to argue points in the topics that will be covered throughout the AS course.

- Are you for or against marriage?
 - Do you get on better with your friends or your family?
 - Is the life of a teenager easier now than fifty years ago?
 - "The internet is a part of our everyday life." Do you agree?
 - How important is the internet in teaching, should we discourage students from using it?
 - What do you think of voluntary work? Should we give up our time for free? Who benefits from it?
 - "The world does not need a list of world heritage sites created by an international organisation" What do you think of this statement?
 - "There is nothing more important than our heritage. It is important to preserve it at all cost." What do you think of this statement?
 - Could modern music be as timeless as the music from the past? Please answer this question.
2. Essential Reading: Federico García Lorca (La casa de Bernarda Alba)
 3. Essential Viewing (in English and/or in Spanish) Guillermo del Toro (El laberinto del Fauno, 2006)

RECOMMENDED READING

- *Ghosts of Spain: Travels Through a Country's Hidden Past* – by Giles Tremlett (Faber & Faber; 5 April 2012) ISBN-13: 978-0571279395
- *The New Spaniards* – by John Hooper (Penguin; 26 Oct. 2006) ISBN-13: 978-0141016092
- *Spain What Everyone Needs to Know* – by William Chislett (Oxford University Press, Usa, 30 July 2013) ISBN-13: 978-0199936465
- *Complete Spanish Grammar* – by Gilda Nissenberg (McGraw-Hill Education; 2 edition, 3 Jun. 2011) ISBN-13: 978-0071763431
- *House of Bernarda Alba - La Casa De Bernarda Alba* (Methuen Drama) (Methuen Drama Modern Plays) Paperback– Student Edition, 3 Sep 2007 by Federico Garcia Lorca (Author), Gwynne Edwards (Editor, Introduction, Translator)

ESSENTIAL EQUIPMENT

- *Collins Spanish Dictionary: Complete & Unabridged* (ISBN-13: 978-0007289783)

USEFUL WEBSITES

- www.languagesonline.org.uk
- www.bbc.co.uk/languages
- <http://www.ver-taal.com>
- <http://elpais.com>
- <https://www.pinterest.com/ferreiraannesop/cultura-espa%C3%B1ola/>
- <http://www.rtve.es/television/tve-internacional/>

FURTHER SUGGESTIONS FOR SPANISH

- Try to visit a Spanish speaking country, if you can
- Watch films in Spanish with subtitles in Spanish/English or Spanish films in English
- Read bilingual books
- If you can, watch <http://www.rtve.es/television/tve-internacional/> although there are other sites for other important national TV channels (<http://www.telecinco.es/>, <http://www.lasexta.com/> and www.antena3.com).
- Visit/Get in touch with Instituto Cervantes: <http://londres.cervantes.es/en/default.shtm>

ST CHRIS GLOSSARY

Over the past 100 years St Chris has developed a lexicon all of its own; so here is a list of the most common words and phrases you might hear and need to know about.

Room 12	Probably the most useful place in the School. Great for getting help in your first few weeks and throughout your time at St Chris. Heads of Year and Jenny Palmer (our Pastoral Assistant) are based there. It is in the central courtyard area.
Activities	School lessons end at 3.55pm, but there are lots of After School Activities and events you may want to join in.
Morning Talk	Our name for Assembly. Morning Talk takes place in the School Theatre three times a week for each year group. Monday: Whole School Tuesday: Years 7 to 9 (I to III Group) Wednesday: Years 10 and 11 (IV and V Group) Thursday: Years 12 and 13 (Sixth Form) Friday: Whole School
Notices	Announcements and messages that are made at the end of Morning Talk, telling everyone what's happening. These are also give to each Company and shown on the screen outside Room 12 in case you miss anything.
Lunch and Theatre Clearing	Each Company takes it in turn, once a term, to help with moving the chairs and tidying the Theatre and Dining Hall (IG) after Morning Talks and lunch.
Council	The pupils' representative body, made up of children from all years.
School Meeting	A gathering of the whole School to discuss Council matters. Normally follows the week after a Council Meeting.
Major Officials (MO's)	Sixth Form students who have been elected by the pupils to various posts of responsibility.
Little Break	The first break in the day. From 10.10 to 10.30 am.
Big Break	Lunchtime. From 12.40 to 1.40 pm.
IG	Indoor Gym. But it's no longer a gym! It's now the Dining Hall and is off the main corridor.
OG	Outdoor Gym. This <i>is</i> a gym and can be found near to the School Field and minibus parking area.
Social Library	Not a library but a meeting place/social venue. It is opposite the IG on the main corridor.
D Group	Year 6 in the Junior School at St Christopher.
Arunwood	The big house at the top end of Muddy Lane, which now houses the Early Years Centre – and the St Chris bee hives.
Arundale (Old House and Cloisters)	The boarding house for pupils from Year 7 to Year 11 (I Group to V Group.) It is on the first floor in the central part of the School and is out of bounds to day pupils.
Arunside	The boarding house for Years 12 and 13 (Sixth Form.) Located on the far side of the School field, through the gate and along Muddy Lane.
Arunfield	This is the home of our Head, Richard Palmer, and is also a meeting place and venue for some School events.

LSP	Late Summer Programme. The various residential trips we take at the end of the Summer Term.
Peer Mentors	Older pupils, led by the Deputy Head Boy and Girl, who are available to talk through issues and support you. There are posters around school telling you who they are and how to get in touch.
Silence	Taking time for a Silence has always been an important part of the School – when everything stops for a few seconds so that people can quietly compose their thoughts and get ready for the rest of the day. We hold a Silence during Morning Talks.
Options	Every week on a Thursday, the last lesson is open for you to choose what you would like to do, from a long list of Options – at the beginning of term you will be given a list of possible activities to choose from.
Wombles	Students who choose to help out in the Theatre, perhaps operating the equipment behind the scenes or moving the stage set around in the dark!

www.stchris.co.uk

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