

Sixth Form at Charterhouse



The view ahead



Why you should choose Charterhouse

*Head Girl Iona and Head Boy James
share their top three reasons.*

- 1.** You will be encouraged to achieve the best you can, whether that involves studying university-level material on subjects about which you are passionate, or requires extra support sessions on areas you are not confident about.
- 2.** One of the great things about Charterhouse is the vast range of opportunities to get involved in activities outside of lessons: from sports, drama and music to really interesting societies that you can lead yourself.
- 3.** There is always someone to talk to about anything from social issues to exam stress – a problem shared is a problem halved!

We hope you will get as much out of Charterhouse as we are.
Just get involved, be yourself, and you will have an amazing time here.

INDEPENDENCE

What's special about becoming a 'Specialist'?

Interview with Housemaster Steve Hearn and Housemistress Suzanne Allen by Ilaria and Christina

How will I be helped to settle in?

SH: New Sixth Form pupils (known here as 'Specialists') are provided with an induction programme, and in House they'll be integrated with their peers through social events designed to make them feel welcome.

SA: Each new First Year Specialist (Lower Sixth) pupil gets assigned a 'parent' who will also be a current First Year Specialist and will be studying a similar range of subjects or who will have similar interests to you. You will be able to ask this person any of those little questions that help you settle in. There is, of course, the friendly House team consisting of tutors, Matron and the Housemaster/Housemistress who will always be happy to answer any questions you may have.

Will I be treated like an adult? In what ways?

SH: You'll be given responsibilities (initially in your Boarding House) and you will be asked to make decisions regarding the welfare of younger pupils but, at the same time, you are an emerging adult who still needs the support to make this transition.

SA: The Specialists' curriculum is designed to encourage an independent approach with guidance at

all times for those who need it. There is flexibility and variety so you can choose what you want to do and when. There are also plenty of pupil-led societies that give you the opportunity to take on leadership roles which would usually be undertaken by a teacher.

Will the transition from my current school to the Sixth Form at Charterhouse be significant?

SH: The jump from GCSE to A Levels or the IBDP is significant. You have to become more independent and responsible in managing your time and become more aware that education involves active participation from pupils as much as from teachers. Those who recognise quickly that they are a major part of the education process are the ones who thrive and prepare best for university.

What is the biggest advantage of boarding in the Sixth Form?

SH: The big advantage is that you get loads of time to spend with teachers in order to access a more individual education, and with friends to build better long-lasting friendships. I think pupils who join will be pleasantly surprised by how important their housemates become to them. At the end of the Sixth Form they've got many new family members, and seeing this relationship develop is the most rewarding thing as a Housemaster.



Top qualities universities seek...

Our careers department are constantly checking what university admissions officers are looking for. The ability to think and work independently is always high on the agenda, something that Charterhouse has always prioritised for its pupils.



A positive attitude towards study



A passion for the chosen course subject



An ability to think & work independently



An ability to persevere & complete tasks



An ability to work well in groups

Source: ACS annual survey of university admissions officers.



An inquiring mind



Good written English

The benefits of one-to-one for all

Will and Fred

Every pupil at Charterhouse has a dedicated tutor throughout his or her time in the Sixth Form. This is a teacher who you get to know well – from both an academic and personal perspective – and who is your first point of contact for both academic and pastoral help.

In the Sixth Form, the relationship between tutor and pupil plays a bigger role in your life. They are vital to your university application success, your personal and pastoral development, as well as your academic work. This is fantastic because you know that someone is always looking out for you.

In addition to having a tutor from the teaching staff, Charterhouse also runs a peer-to-peer mentoring scheme. This is voluntary, pupil-led and involves a weekly slot where everyone gets the chance to share



ideas and both offer and receive help in a subject from other pupils. We have both found this really helpful because your peers can often explain things in a more student-friendly way, away from the classroom where there is the pressure to perform.

Meet the MC

Ayo

I first started rapping when I was 13. I just started messing around on Garage Band, and ended up making and posting my first song on Soundcloud. The hip-hop scene at Charterhouse is wacky. People here listen to popular rap, but I'd like them to go back

to the roots. I listen to 70s, 80s and 90s rap, not just what's been circulating. There are really varied music opportunities at Charterhouse and I've had the chance to perform on several occasions – in *Artifex*, *Lack of Talent* and *Plugged*. I'm probably the only MC here, I'm doing this because it's my passion, and I want some competition!

Opportunities as individual as the pupils

Three perspectives

Audrey

The Sixth Form at Charterhouse provides a rich academic experience. There are a variety of societies which allow additional research extending from the syllabus, and provide a platform for pupils to present their ideas to like-minded peers. For example, pupils in our medical society present and debate ethical issues pertinent to medicine, combining scientific research as well as philosophical ideas, so as to encompass a large variety of interests.

Academic endeavour at Charterhouse is not aimed at being purely exam-orientated, but truly allows us to broaden our perspectives which, for most people, culminates in an independent study project. This gives you the opportunity to research in depth a topic of your interest, along with full support to do so from your supervisors. Producing a research essay from scratch is not an easy task, but it has proven to be an intellectually stimulating and genuinely rewarding experience for many.

Margherita

Studying art in School has led me to spend a lot of my time in 'Studio', surrounded by my peers and teachers creating art together. The atmosphere in Studio is one that can't be found in many other areas of the School, as it is a key academic area where different year groups can all blend together. This creates a very strong sense of unity and community between us as we make friends with pupils from all year groups.

Studio is not only limited to individuals who study art as a subject choice, in fact it is open to anyone. It is open until late to allow pupils to come in and express themselves in a less traditional sense. Everyone can come in and create a piece of art and have a chance to talk to the teachers. This reinforces the idea that Studio is a welcoming hub in the centre of the School, and one of my favourite places.

Holly

The curriculum at Charterhouse endorses an academic freedom that is unusual when compared to most other forms of rigid and time-conscious Sixth Form education. During the Lower Sixth, all First Year Specialists are challenged to complete an extended independent study on anything that interests them in the academic sphere. Not only is this great preparation for university but it allows us to explore areas which we had never before contemplated or even just deepen our insight into subjects that already enthral us.

Although we are each assigned a supervisor to help guide us, we are pushed to see how far we can go by ourselves. I was certainly surprised by the ease with which I was able to formulate my title question and swiftly move onto the research. When driven by a profound interest in their pivotal arguments, everyone is able to finish the process with a keen sense of achievement and pride in completing what can only be perceived as a potentially daunting, yet ultimately rewarding exercise in independence.

Seven out of the Sixth

How does the Sixth Form stack up?
Here are some of the key stats.

275

boys

210

in each year

145

girls

100

new joiners

28

prefects

20

captains
of sport

108

heads of
society

A Level, EPQ, IBDP: qualifying the qualifications

Simon Brian, Deputy Head (Academic)

The Sixth Form curriculum at Charterhouse is exciting, academically rigorous and intellectually stimulating. It provides you with a choice of pathways, both of which prepare you to move smoothly from sixth form to university life and stand out in an increasingly crowded field.

The main school-leaving qualifications in the UK are A Levels. At Charterhouse we provide a comprehensive breadth of subjects, most of which are A Levels, with a limited number of subjects delivered as Pre-U qualifications, which are very similar to A Levels. We are an IB World School and also offer the International Baccalaureate Diploma Programme (IBDP) which requires the study of six different subject areas alongside a common core.

At its heart, this is a decision about the degree of specialisation. The A Level allows you to specialise in three subjects, sometimes four. Some may use this as an opportunity to narrow interests to one discipline, such as maths and the sciences, whilst others will keep an element of breadth. For those studying three A Levels, you will also take non-examined 'electives' which add variety and breadth and offers you a chance to study specific areas of interest such as a mini MBA, entrepreneurship, or a particular topic within the arts, philosophy, science or technology.

Those studying the IBDP take six subjects spanning all the main disciplines, plus a Theory of Knowledge course. A language is compulsory. The IBDP also allows a degree of specialisation, with three subjects being studied at higher level, and three at standard level.



Perhaps the best way to approach the decision is to ask yourself if you feel drawn to focusing the majority of your time on studying a smaller range of subjects in greater depth or would prefer to continue with a broader programme.

Whichever route you take, you will also complete a formal piece of independent study, similar to that found at university: the Extended Project Qualification (worth half an A Level) if you are studying A Levels or the IB Diploma Programme's Extended Essay. Everyone also completes a programme of Creativity, Action and Service. This is a core element of the IBDP, but so valuable we extended the requirement to all students. The combination of the two provides excellent opportunities to gain experience that will help you stand out from other university applicants.

The virtues of these courses have been widely recognised and are very much appreciated by admissions tutors at the major British universities and overseas. Further to this, the IB Diploma Programme benefits from widespread international recognition.



Spotlights

Understanding your mind



Charterhouse Specialists are taking part in ground-breaking research with UCL to investigate social decision-making among teenagers. Under the guidance of postdoctoral scientist Dr Gabriele Chiercha they will gain insights into social psychology and cognitive neuroscience.

Important biochemical and physical shifts occur in the brain in teenage years. Studying those changes can help understand their impact.

How to combat stress

Charterhouse Specialists run a School newspaper, *The Oak*. Here the editorial team share their seven simple steps to reduce stress, so pupils can contribute more to School life and get the most out of it.

- 1 Be active. Take advantage of all the physical activities on offer in order to improve your mental wellbeing.
- 2 Take control. Focus and manage your time properly.
- 3 Ask for help and support. Teachers, friends and family can help you see things differently.
- 4 Have some time for yourself.
- 5 Challenge yourself. Set goals.
- 6 Avoid unhealthy habits. Make sure you get enough sleep!
- 7 Work smarter, not harder. Find your learning method.



From Mallory to Tertychnyy

In May 2018 First Year Specialist Dimitry Tertychnyy became the youngest European to climb the highest peak on each continent when he reached the summit of Mt Everest.

Dimitry followed in the footsteps of George Mallory, a former Charterhouse teacher who was part of the first three Everest expeditions in the 1920s.

Dimitry ascended via the North ridge, which led him to the North Col, first climbed by Mallory in 1921.

LEADERSHIP

Developing 68 leaders

Ed Poynter, Housemaster

If ever I need to be reminded of the many ways in which good leadership benefits a community, I need only take a short walk around House. Leadership is always on display, in many diverse forms; whether it be my Head of House quietly setting the tone by holding the door open for a visitor, or a First Year Specialist running rehearsals for a House play, or even a new Fourth (Year 9) sharing their views as part of the House Council. In House, I am surrounded by 68 young leaders, and they are encouraged to hone their leadership skills in different ways every day.

It is increasingly recognised that the UK is short of good leaders within business, politics and wider society – and that the lack of good leadership is having a major impact on happiness and productivity in the workplace, and further afield on community cohesion itself.

Perhaps we have not been thinking about leadership in the right way. Being ‘Number One,’ being ‘Top Cat,’ and being able to bark out orders are not what I would recognise as leadership. Leadership is about developing a set of values that enable individuals to have the confidence to do what is right, not just for themselves but for the community in which they live and in which they serve. When people act with respect for themselves and others, when people demonstrate moral courage, by standing up for a point of principle – even when it runs contrary to



popular opinion; when people pick themselves up after they’ve failed to achieve their goal and have another go and when people show kindness, then they are demonstrating good leadership. Leadership is about moving people to follow your example by behaving with integrity.

Our starting point in House is to get our pupils to see that our leadership approach is simply a way of helping others.

Too often we seem to live in a world which encourages a ‘me-centric’ world of selfies and self-centredness. At Charterhouse we believe that true happiness and fulfilment are not goals that can be pursued; they are the by-products of thinking about and working with and for others. Everyone in the House community needs to understand this idea and be comfortable with it.

Our Sixth Form Specialists may provide the more visible and traditional form of leadership for the House, but everyone is expected to get involved, and to serve and contribute to our community in their own way.

Finding the courage to spread your wings

Lisa

You’re away from home for weeks in a row, how do you cope? That’s what I asked myself when I joined Charterhouse.

It turns out that Charterhouse becomes a home away from home, where you are thrown into a House, school and new environment that accepts you with open arms. And yes, you will fit in. You will find people that share your interests and passions, who encourage and interact with you. It doesn’t matter who you are or where you’re from; you can do

anything and everything you want to do, whether it is standing on the sidelines within the House and supporting others or taking responsibility and a lead.

The opportunities in terms of sports in House teams, as well as School teams, music and art and academics allow you to grow close to people, making them your family. Charterhouse becomes your life, the one you explain to your family once you go back home. As one might say, you get the best of both worlds.

A lesson in how to fit it all in

Four perspectives

Freddy

When I came to Charterhouse, I was astonished by its wealth of cultural opportunities: music, drama, creative arts, almost anything you could imagine.

I soon got involved in acting in both my House play and various School productions. As a keen drummer, I was encouraged to join the school Jazz Band, an experience which I have massively enjoyed and I would recommend to any keen musician thinking of coming to Charterhouse.

The Jazz Band, which has surely existed at the School longer than jazz itself, meets every Thursday evening in a secret rehearsal room. It's a great opportunity to relax at the end of the day, and what's more, we go on tour! In the recent past, the band has enjoyed trips to Malta and the ancient Spanish cities of Malaga, Seville, and Granada.

Medir

Doing sport at Charterhouse is in everyone's reach. Football is one of the main sports and my personal favourite; you get to develop your skills while making amazing friends to help you along the way.

I have a special programme that fits around my free time, allowing me to evolve as a football player; this makes a big difference. Football is one of the only times I get to disconnect and forget about everything else and just focus and enjoy the game.

Rupert

It's easy to think that, because you're at school, your life is organised for you. Charterhouse is different. It's also easy to think that there is not enough time to fit in more than a few activities in your spare time. Again, Charterhouse is different.

I am a music scholar, and even though I'm in five choirs and three ensembles, I still have time to commit to other things like rugby and theatre. Whenever there is a clash, I get to choose what I do, rather than being told.

Charterhouse has given me such a huge breadth of opportunities and encouraged me to take pride in my independence.



Sean

I joined just this year as a new First Year Specialist from Malaysia. After barely a few weeks at Charterhouse, I had already signed up to take part in the gold award for Duke of Edinburgh (from never doing it before) and going on my first expedition to Wales. It was a sudden, but enjoyable, change trekking through the countryside after living my entire life in the tropics of South East Asia.

In this school, activities I have never heard of before are readily at my fingertips: including rowing, concert choir, the saxophone quartet and coding society. From where I came from, I had to work twice as hard so I could have the possibility of joining not even half of the activities available here. Both DoFE and these activities are a first for me and I have been able to dive right in without looking back!

LIFE BEYOND

Applying yourself

*James Hazeldine,
Head of Higher Education and Careers*

It may seem odd, but within weeks of joining the Charterhouse Sixth Form we will ask you to think about leaving for university. You will have a number of important choices to take, and we are here to help you make decisions about your future with confidence.

Many pupils find it straightforward to pick their subject for university but we place a great deal of emphasis on providing information and support to help you make a successful application. Whilst the requirements are specified for those aspiring to a career in engineering or medicine, for example, we generally encourage everyone else to follow interests, as future employers tend to look for skills and aptitudes over subject. We offer guidance on choosing degree courses and universities as well as support on writing personal statements.

During your Lower Sixth year (First Year Specialists), you are introduced to the University and Colleges Admissions Services (UCAS) and the USA application process and learn how to research courses and institutions. There is also the opportunity to attend the annual University Fair held at the University of Surrey in March and the USA College Day held in London in September. At the end of the summer term, all First Year Specialists participate in our dedicated University Preparation Programme, attending a series of workshops and lectures offering practical information and expert advice including interview training.



The personal statement is a major aspect of applying to UK universities. Following training at a specific workshop, you will develop your statement over a period of weeks, supported by your tutor and a teacher of the subject you are hoping to read at university. Admissions departments can see through contrived statements, so it is vital to be sincere and demonstrate genuine interest in your subject. There are ample 'super curricular' (ie beyond the curriculum) opportunities at Charterhouse, such as running academic societies, and if you make taking advantage of those opportunities a big part of your Lower Sixth you will have plenty to draw on in your university application.

Some applications can be more complex and we have dedicated specialists for Oxbridge, medical, law and USA college applications, and every academic department has a teacher in charge of Higher Education to offer specialist advice.

University decisions may be among the most important in your life so far but, with all the support on offer, they do not need to be daunting.

A history of independent thinking

Elle (left in 2015 to read History at Cambridge University)

Receiving my reading list for my first essay at university was a daunting prospect. However, having become used to doing independent research, I found myself in a far better position than many of my fellow pupils who had only ever been spoon-fed information.

Having arrived at Charterhouse from an all-girls boarding school I was concerned that I would be lost in the crowd there. However, I always felt supported pastorally throughout my time in the Sixth Form.

At Charterhouse I was encouraged to try new activities, share opinions, debate and be curious about the world. Being in such an encouraging environment

allowed me to gain in confidence, making my arrival at university something I was incredibly excited about, rather than apprehensive.

What is more I felt incredibly well prepared for my Cambridge interview and the success of my application is undeniably a testament to the outstanding advice and support that I received at Charterhouse.

On reflection, not only did I love the two years that I spent at Charterhouse, but they provided me with the confidence, intellectual curiosity, and drive to feel as though I could succeed no matter what career path or future I chose.

Designs on the future

Tejasva (left in 2017 to read Aeronautical Engineering at Imperial College, London)

I came from a very different background and I thought settling into Charterhouse would be overwhelming, but my tutor, Housemaster and teachers made sure I felt comfortable and eased the transition. As a result, moving on to university was an easier step.

There were talks from universities to ensure that the pupils are aware of the kind of things that they need to thrive there. Workshops also helped my confidence to apply to challenging courses at top universities around the world.

Charterhouse equipped me with a combined skillset and mindset that allowed me to learn independently and taught me how to be organised, and how to balance work and play. While mathematics and



physics taught me all the theory I needed, DT's cutting edge machinery gave me a medium through which I could explore and visualize my ideas and turn them into tangible objects – something that an engineer loves to see happen.

The next step

Belinda Sartori, Careers and Events Coordinator

We want every pupil to leave us with strong academic qualifications, but also the skills, qualities and values needed for a successful career in an increasingly competitive graduate market.

Our extensive Careers Programme ensures you learn valuable employment skills and have plenty of opportunity to explore potential career paths.

Sixth Form pupils attend our regular career networking events where professionals representing companies

such as PWC, Sony and Goldman Sachs explain career options and paths.

All pupils are encouraged to experience the world of work and develop essential skills through career insight days, work placements, paid employment and volunteering in the holidays.

Working closely with our Old Carthusian (OC) and parent network allows pupils to meet OCs at events and gain valuable insights into careers.



Contact us

To arrange your visit to Charterhouse, please contact
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