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INTRODUCTION

The Upper School curriculum at Rugby encourages students to immerse themselves in advanced study. Students enjoy the satisfaction of taking responsibility for their chosen subjects and in the process, begin to mould their medium and long-term futures. A wealth of subjects from which to choose together with a variety of syllabus paths to follow (A level, Pre-U, EP), aims to allow students to harmonise interests with abilities and thereby maximise both success and satisfaction. Some may be ready to specialise - would-be medics, vets and engineers, for example, must pursue specific subjects - but others will want to maintain breadth, perhaps in order to enhance an application to US or European universities. We believe that choosing subjects that students are good at and enjoy is preferable to working backwards from a notional career, though university choices and future careers are an important part of the decision-making process. The primary emphasis is thus on intrinsic value, but a subject's place and part in the world is also a core component of our curriculum.

Learning and Teaching in the Upper School builds on the skills developed in the Middle School by encouraging a focus on self-regulated learning. Teaching is always demanding, and teachers will function as both expert and coach. A levels are academically stretching: success requires a willingness to be scholarly and creative, curious and critical, determined and ambitious, to develop ideas on your own and to work as part of a group. Departments are always looking to push students beyond their perceived limits, while those with an interest in and capability for applying to the world's top universities will be swiftly identified and encouraged.

A wealth of societies, journals, and enrichment supplements the syllabus in all subjects, enhancing the opportunities for independent development. Upper School study at Rugby happens firmly within the context of the wider fulfilment of busy lives and the belief that the world is our classroom.

SUBJECT CHOICES AND REQUIREMENTS

Comprehensive personal guidance will be offered (by subject teachers and HoDs, Hms, tutors, careers department and the academic SMT) to ensure that students make sensible subject choices. A grid of essential subject combinations for particular university courses is available under the careers section of this guide, as well as on Firefly. Teacher recommendation will be looked at carefully and taster sessions will be available in new (i.e. A level only) subjects. The evidence of GCSE results will help us to refine choices before the start of the LXX, while early progress reports will highlight any remaining problems.

Please note that there are qualification requirements to study a subject at A level. We recommend that you should have at least a grade B in any subject you wish to study for A level. If you wish to sign up for a subject where your grade is lower, please talk to the relevant Head of Department. Students will not normally be allowed to pursue a subject in which they have gained less than grade C.

- In Mathematics you must have gained at least an 8/A*
- In Physics you must have gained at least 8s/A’s in both Physics and Maths
- Chemistry suits students from the two top bands at IGCSE and the expectation would be that students have achieved a grade 7/A in Mathematics and a grade 8/A* in Chemistry at IGCSE or GCSE
- In Economics you must have gained at least an 7/A in Mathematics.

Government reforms mean exams will now be linear, i.e. the only exams which will count towards the final grade are those sat at the end of the XX. In the process, the value of the stand-alone AS level has been undermined and we will not be offering this choice. This is a change we welcome as it creates time for students to gain a deeper understanding of their chosen subjects and to mature academically. A linear system nevertheless poses particular challenges, which are best met through a consistent process of learning review by individual students.

Like all schools, we have had to think carefully about the number of A levels our students should take. We recognise that there is not a one size fits all model and therefore have decided to give students the choice of taking three or four A levels in the Sixth Form. It is an important choice to get right. This guide is intended to help you make the best-informed decision you can, with the help of the support mentioned above.

Currently, the vast majority of university offers are made on the basis of three A levels. This choice presents the opportunity for specialisation and we would expect students following this course to demonstrate extensive commitment to progressive use of study periods, enrichment programmes, and/or to an EPQ. We would not recommend doing four A levels unless you are absolutely confident of being able to do all four to a very high level – any diminution of quality through excess quantity should be avoided. Currently, a very few niche or competitive courses will require four A levels (where, for example, the course requires Maths and Further Maths) but there is little evidence that taking four rather than three may facilitate better offers. Those considering higher education in the US or Europe may want to consider studying four A levels because of their emphasis on breadth, e.g. two Sciences, Mathematics plus a Humanities subject, but US colleges are generally familiar with the A level as a qualification so again, quality is more important than quantity.

We do our best to build the timetable around students subject choices but we cannot guarantee to accommodate every choice. There will be three opportunities to switch choices during the Advent term – at first Leave Out, Half-term and the end of term.
AIMS
Students entering the sixth form at Rugby to study a creative subject will follow the highly flexible Pre-U Art and Design course.* This will enable all students to select their own route through the two year course. The course provides all students with an exciting, wide ranging experience that can be tailored to suit their own interests or needs.

All students will be expected to develop a range of skills which they can use to further their own work and personal interests. They will be encouraged to be flexible in their approach to the subject and willing to take risks in the fulfilment of their work. Thinking laterally, critically and creatively and acquiring good problem-solving skills will be key aspects of the course. A comprehensive understanding of the subject will be promoted through depth and rigour.

NATURE OF THE COURSE
The course is a linear course delivered over two years. Options available are Fine Art, 3D Product Design, Graphic Communication, Photography (Lens Based Media) and Textile Design or a combination of these.

Students are given a variety of start points throughout the first year and taught a range of techniques that allows them to develop their own portfolio of skills within their chosen specialism or across a range of different disciplines. They are encouraged to experiment and are expected to record all they do so that they can be reflective throughout the creative process. Much of the work is practical but students will also be expected to give presentations and write essays about historical and contemporary influences. Supporting work must actively inform the students’ investigations and should demonstrate how their thinking has been augmented and extended. The development of a dedicated vocabulary is an important element of the first year. As students move into the second year they will be working more independently on a major project and a long essay. Both of these components will be on topics of their choosing and can be related to each other.

Fundamental to all components is the development of work through sustained investigation and experimentation, documenting progress through the use of sketchbooks, referencing the work of others and demonstrating how this informs their own individual solutions.

Most of the work will be practical, but there is a substantial written element involving a contextual study of between 3000 and 3500 words that can be linked to other work, or stand alone.

In Fine Art the course includes drawing, painting, sculpture, digital work, printmaking, alternative media, photography, textiles, ceramics and more. Early in the course students develop their ability to work from observation using traditional drawing skills working with a life model.

3D Product Design students will experience a wide range of 3D manufacturing processes in the well-equipped workshop facilities. These will range from traditional techniques to the most recent CAD/CAM developments. They will be given an understanding of what makes good design and how well-designed products can make a difference to the well-being of the users of the products they create.

Graphic Communication looks to develop an understanding of the language of communication: informing, persuading and illustrating ideas in a visually stimulating, imaginative and effective manner. It combines photography, type, illustration, creative problem-solving and imaginative thinking to achieve this. The course gives students the skills and understanding to explore ideas and concepts in communication design creatively and imaginatively. It covers topics from Editorial/Magazine Design, Music graphics, Advertising, Logo design, Architectural graphics, Retail graphics, Information graphics, Marketing, Branding and Moving Image.

*If students wish to pursue two Design based subjects one will be accredited through a non Pre-U board.
Photography (Lens Based Media) is based initially around observational photography and image capture and then explores more applied forms, such as portrait and creative/conceptual forms of photography and moving images. Students will be introduced to both digital and traditional 35mm film and black and white printing/darkroom skills, as well as a wide range of image-making styles during the initial part of the course.

Textile Design will introduce a range of techniques that includes surface pattern, drawing, painting, knitting, felt making, dying, printing, pattern cutting, fashion and accessory design and hand and machine stitching. Students will develop their concepts initially from observational drawing and then develop their own methodology and styles. The flexibility of this course allows students (should they wish) to work in any combination of textile mediums, for example constructed textiles, dyed textiles, printed techniques and fashion design.

The course and the assessment allows students to produce all their work following one strict discipline or to combine elements from any of the fields outlined.

ASSESSMENT DETAILS
CIE Pre-U Art and Design: CLICK HERE

This course is non-examined and consists of 3 coursework elements:

• Component 1: Portfolio - 30% - an exploratory investigation stimulated by content set by the school. The focus of the assessment is the journey that the candidate has made and not resolved outcomes.

• Component 2: Critical and Contextual Study - 30% - the critical and contextual study is a written essay of 3000–3500 words with relevant illustrations. The focus of the study is an aspect of Art or Design of interest to the candidate.

• Component 3: Project - 40% - the project involves development of a sustained piece of work culminating in a fully resolved image, artefact or product. The ‘starting point’ for the Project is set by the exam board.

ENRICHMENT OPPORTUNITIES
The Design Centre studios and workshops are open frequently for students to work on coursework or independent projects during their free time. There are clinics and enrichment sessions for all our students throughout the year as well as lectures from visiting speakers across a wide spectrum of creative interests.

Older students and Scholars run creative activities for younger students and host their own discussion groups. The Design Centre Magazine is a termly publication that is run by senior students from within the Design Centre and all Upper School students are encouraged to submit articles.

We also run an Engineering Club and a Design Consultancy that feature group projects with which older students are encouraged to assist.

Students have opportunities to visit national galleries and museums to enable research and collection of source material.

• DScriptor Competition
• Annual trip to London galleries and the Design Museum
• The Frieze Art Fair
• Bi-annual trip to New York

BEYOND A LEVEL
The Pre-U enables students to apply for a wide variety of courses post A level. It is a valuable and well-received qualification that will support a balanced package of A levels in preparation for a wide range of post A level studies. The emphasis on studio work and the uninterrupted nature of the two year course makes Pre-U Art and Design an excellent third or fourth subject. The course lends itself to providing evidence of independent research that holds it in good stead as a supporting subject in a wide range of degree courses.

Product and Industrial Design are popular choices whilst the breadth of the course means that students are also extremely well equipped for Architecture or Foundation courses. About a third of our students go on to study Art and Design at art school.

The Centre provides a very sound foundation for pursuing careers in Graphic Communications, Advertising, Marketing, Brand Development, etc. Many students go on and study Art and Design at university, leading to careers in design studios, advertising and television etc. An ever increasing number of past students are working within the creative design and advertising industry, as well as photographers ranging from documentary to fashion. Many have headed onto Creative Arts degree courses and have benefitted from the skills and knowledge gained on the course.

Equally, for other pathways, the course serves to show creative thought processes, which may complement other A level choices and have value in a portfolio of qualifications beyond Higher Education, as employers seek to differentiate between applicants.
CLASSICAL CIVILISATION

AIMS
Classical Civilisation is one of the broadest subjects available: it encompasses two different cultures, a wealth of literature, poetry, drama, history and philosophy, a rich feast of art and architecture and the study of every aspect of complex societies. This particular course gives students the opportunity to study, in English, diverse classical topics and sources including both the oldest surviving works of literature, the world of the gods and heroes, the origins of democracy, and the birth of theatre. This course would suit a student who enjoys aspects of both literature and history with an appreciation of the ancient world. The course will include not only reading literary texts composed, in some cases, almost three thousand years ago, but also examine the archaeological and historical context of the topics studied. All this will allow students to consider the ideals and ideas of Western thought that we have inherited from the ancients. Of particular interest is the biting wit and political satire that can still capture a modern audience as it did an ancient one. The course does not require any prior knowledge of Classics, just an intellectual curiosity into the past.

NATURE OF THE COURSE
The study of Classical Civilisation involves examining three distinct topics each with clear and well-defined content: The World of the Hero component is a compulsory topic consisting of an in-depth study of the ancient epics: Homer’s Iliad and Virgil’s Aeneid. The works of Homer are the foundation of the Western literary canon and the Greeks themselves considered them the cornerstone of Greek culture. In his Aeneid, Virgil pays homage to Homer, but also to Rome and its leader, Augustus. With their unique composition and exciting tales of gods and heroes, these works of literature form an excellent grounding for exploration of the classical world.

The Culture and Arts topic offers students the opportunity to find out more about Greek theatre while studying artefacts and visual evidence together with Greek literature. Students will examine aspects of ancient drama through social, political and religious themes in tragedy (Sophocles’ Oedipus the King and Euripides’ Bacchae) and comedy (Aristophanes’ Frogs).

The Beliefs and Ideas topic involves the study of aspects of classical thought, which are relevant to our modern ideas of the world. Depending on teaching timetables we are offering a choice between two topics: the first topic examines the concept of Democracy, what this meant to the Athenians, its positive and negative aspects and how it informs the modern foundations for democracy laid in the 5th century BC. The topic of Greek religion will introduce this essential part of ancient Greek identity as learning about the religious ritual and the role it played in society. Students will explore the nature of the gods and their relationship with mortals and the tension caused by the rise of philosophical thinking.
ASSESSMENT DETAILS
OCR Classical Civilisation – H408 [CLICK HERE]

1. The World of the Hero: Homer’s *Iliad* and Virgil’s *Aeneid* (2.20 hours)
2. Culture and Arts: Greek theatre (1.45 hours)
3. Beliefs and Ideas: Greek religion or Democracy and the Athenians (1.45 hours)

ENRICHMENT OPPORTUNITIES
There are visits to relevant lectures, plays and museums during the two-year course, as well as an annual trip to a classical site such as mainland Greece, Sicily, Croatia, Rome/Pompeii, etc. A recent trip to Greece visited Athens, Delphi and Olympia, to Sicily, where both Greek and Roman influences were seen first-hand, and a trip to Croatia visited Dubrovnik, Split, Pula and other sites on the coastline where both Greek and Roman influences can be seen first-hand. In 2019, a tour of mainland Greece is planned starting from Delphi, continuing on to Olympia, Epidaurus and Mycenae and ending with a two-day visit to Athens.

The Arnold Classical Society is a weekly seminar that not only invites external speakers to give papers to all Upper School Classicists, but also where the staff talk about their passion for the subject. Students are invited to deliver presentations on any classical topic or hold classical debates. There is an opportunity to build rapport between visiting speakers, the teaching staff, and all students interested in Classics through holding a Greek-style symposium before or after the lectures. Students are also encouraged to participate in various essay-writing competitions run by Oxbridge colleges.

BEYOND A LEVEL
Classical Civilisation is considered to be a highly academic humanities subject by universities. It offers natural progression to studying a Classical degree with or without Greek and Latin (most universities offer students the opportunity to study the languages ‘from scratch’), which leads to a wide and varied range of careers.

ASSessment DETAILS
OCR Classical Greek - H444 [CLICK HERE]

1. Classical Greek Language - unseen translation, 1.45 hours
2. Classical Greek Language - prose composition or comprehension, 1.15 hours
3. Classical Greek Prose Literature (Book 4 of the Greek historian, Thucydides), 2 hours
4. Classical Greek Verse Literature (Sophocles’ tragedy *Antigone*), 2 hours

The department offers the books recommended by OCR - *Anthology for AS and A level Classical Greek and Greek Beyond GCSE* to students to borrow free of charge. However students can also purchase textbooks, which they can annotate.
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BEYOND A LEVEL
Studying Classical Greek at A level highlights students' ability to learn and comprehend challenging subjects and it will certainly make them stand out as this opportunity is available to a very limited number of students. In the Classics graduate programme, students develop their ability to research, collate and analyse material and learn to evaluate resources critically in order to formulate arguments. Students are able to work alone or within a team and to think imaginatively. It is evident that Classics graduates enter the jobs market with a range of specific, practical, intellectual and theoretical skills that make them highly employable.

LATIN

AIMS
The study of Latin at A level is a challenging discipline but one which is delivered with the focus on enjoyment and engagement rather than awe. Study of Latin, or indeed any classical course, is arguably unique in its holistic approach as it offers so compact an educational ‘package’, exploring together a range of different disciplines, particularly linguistics, literature, and history. It is not a surprise that Latin tends to be chosen at A level by high academic achievers. Students will have an opportunity to develop further their love of the Latin language together with reading the masterpieces of Roman literature, Cicero and a selection of poetry from Virgil and Ovid. They will further understand the literary context from which the texts have been taken as well as appreciate the social, cultural and historical contexts, their authors and audiences.

NATURE OF THE COURSE
In studying Latin at A level, students will acquire familiarity with Cicero’s rhetorically persuasive wit that would be a match for any modern courtroom. The current set text is Cicero’s Second Philippic which was vehemently delivered against his roguish rival, on the Roman political scene of the time (Marc Antony). In the works of Ovid, students will read the verses of this rebellious poet that will offer insight into Roman matters of the heart, first-century-style. These poems give advice on unrequited love, lovers’ intrigues and insalubrious love affairs and have always been a favourite with modern audiences. Virgil would introduce a somewhat more salubrious tone in describing the fight between Aeneas, desperate to find somewhere to settle after her city was destroyed by Greeks; and Turnus whose love for Princess Lavinia induced him to challenge her Trojan fiancée. Lastly, students adopt a more meticulous approach to mastering Latin language with plenty of opportunity to read the original Latin (Ovid’s poetry and Livy’s history of Rome) and put their language mastery into practice by turning prose composition into Latin.

ASSESSMENT DETAILS
OCR Latin - H443 [CLICK HERE]
1. Latin Language - unseen translation, 1.45 hours
2. Latin Language - prose composition or comprehension, 1.15 hours
3. Latin Prose Literature (Cicero, Pro Milone), 2 hours
4. Latin Verse Literature (Latin elegy), 2 hours

The department offers the textbooks recommended by the board (Ovid, Propertius and Tibullus: A Selection of Latin Love Poetry by A. Nikkanen and Cicero Pro Milone: A Selection by R. West and Latin Beyond GCSE by J. Taylor) to students to borrow free of charge. However, students can purchase their own textbooks, which they can freely annotate.
ENRICHMENT OPPORTUNITIES
There are visits to relevant lectures, plays and museums during the two-year course, as well as an annual trip to a classical site such as mainland Greece, Sicily, Croatia, Rome/Pompeii, etc. A recent trip to Greece visited Athens, Delphi and Olympia, to Sicily, where both Greek and Roman influences were seen first-hand, and a trip to Croatia visited Dubrovnik, Split, Pula and other sites on the coastline where both Greek and Roman influences can be seen first-hand. In 2019, a tour of mainland Greece is planned starting from Delphi, continuing on to Olympia, Epidaurus and Mycenae and ending with a two-day visit to Athens.

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BEYOND A LEVEL
The study of Latin inspires and motivates students to critically think about the past and modern worlds and equips them with readily transferable analytical skills. A level Latin provides a firm foundation for the study of Latin or other Classics courses in further and higher education. At the same time, the multi-faceted nature of the subject and skills developed is an excellent platform from which to study many other subjects at university including English, History, Modern Foreign Languages, Philosophy, and Politics.

ENGLISH
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ENGLISH LANGUAGE

AIMS
English Language is studied at Rugby as well as English Literature. It is a distinct course and both courses can be (and occasionally are) studied together.

English Language A level provides students with the opportunity to engage with language choices in the real world, today's world (rather than through the lens of literature). The course examines English Language as it is used as a means of communication, persuasion and entertainment (although there is an element of linguistic history). Non-literary varieties of English are studied usually. Spoken English is looked at and students have the opportunity to develop their own writing skills in different genres. The course aims to make students aware of the way in which meaning is generated and transformed by means of linguistic structures and the way in which language can encode social and ideological forces.

NATURE OF THE COURSE
The course is linear. Students study how language varies according to mode, function, field and audience, and how language can create and express personal identity. We also look at Child Language Acquisition – how speaking, reading and writing are acquired by children from birth up to 8 years. Two pieces of coursework will be produced, consisting of the student's own writing in one genre, each piece differentiated by audience and purpose. Students study language variation over time (how language has evolved from the 16th century to the present day). A piece of language research will be undertaken, allowing students to choose between five research areas and to undertake a focused investigation using skills developed during the course as a whole.

ASSESSMENT DETAILS
Edexcel English Language (2015) CLICK HERE

Assessment is by three examination papers and a piece of coursework:
1. Language Variation (2 hours 15 minutes): one question on Individual Variation and one on Variation Over Time
2. Child Language (1 hour)
3. Investigating Language (1 hour 45 minutes)
Coursework: Crafting Language

ENRICHMENT OPPORTUNITIES
The department has developed a wide range of creative writing opportunities, including the Rupert Brooke Creative Writing Prize, and a weekly creative writing club. This year we organised a creative writing trip, which offered students a week-long chance to develop their skills in a country house in Shropshire, with workshops and individual tutorials run by professional writers. Landor Society (also attended by students from neighbouring state schools) offers a platform for discussion of more academic material, and students will also attend lecture days and have the opportunity to work with visiting writers.

BEYOND A LEVEL
English Language as a discrete subject can be studied at most universities, amongst which figure King's London, Leeds and Birmingham. Oxford and Cambridge do not study it as a separate subject.

An English Language qualification is very useful for students who intend to read subjects linked to communication like Law and Journalism.

ENGLISH LITERATURE

AIMS
The cultivation of a discriminating and well-informed understanding of literary texts from a variety of periods, taking account of their technical, formal and thematic qualities, together with some understanding of literary history and historical context. Development of the ability to articulate orally and in writing, students' personal response to literature measured against precise analytical understanding of the texts under examination.

NATURE OF THE COURSE
This is a wide-ranging course that explores different periods and genres. Four texts are studied in the first year: two plays, chosen from a list that includes Twelfth Night and Sweet Bird of Youth; a novel, such as Edith Wharton's House of Mirth; and poetry is studied (usually a single poet’s works, such as Robert Frost). In the summer we run a Literature project that allows students to develop an interest in texts beyond the syllabus and fosters independent learning.

In the second year, a further two texts are studied. This year students are studying Measure for Measure and either Chaucer's The Franklin’s Tale or poems by Andrew Marvell. A Practical Criticism paper is taken, in which students are given a selection of unseen texts and asked to write about them, using skills of critical analysis developed during the course.

ASSESSMENT DETAILS
CIE English Literature (9695) CLICK HERE

Assessment is by four examination papers of 2 hours each:
1. Poetry and Prose
2. Drama
3. Shakespeare and other pre-20th Century texts (those studied in the second year)
4. Practical Criticism

ENRICHMENT OPPORTUNITIES
- Landor Society: discussion of literature on a weekly basis with a broad attendance, including students from neighbouring state schools.
- Essay Competitions: LXX students are offered the chance to enter the department's essay competitions, including the Draper Prize, the Modern Drama Prize, and the Landor Prize. These essays can be written with the help of a teacher but the general idea is to foster a spirit of independent thinking and research, with students feeling encouraged to read books beyond the syllabus and to channel their responses into carefully crafted essays; a winning prize essay can then be entered into competitions run by universities.
- Theatre trips: with Stratford on our doorstep, students can expect trips to high quality productions.
- Oxbridge classes in the XX, which are open to any student wishing to read English at university.

BEYOND A LEVEL
English Literature remains a great course to study at university: it is a highly-regarded degree that can launch undergraduates into all manner of careers. All universities offer English Literature courses, and the subject combines well with History, Modern Languages, Philosophy and many others. 'Newer' subjects like American Studies also are closely related, as are Film Studies and Cultural Studies.
BUSINESS

AIMS
To enable students to understand better the nature of modern business and e-commerce including how to grasp the opportunities for expansion, how to navigate the myriad challenges faced by entrepreneurs and how business fits into the global economic context. Students will develop the ability to generate enterprising and creative solutions to business problems as well as enhance their wider academic skills. These include independent research, discussion and presentation skills together with the numerical and communication skills necessary to accurately interpret and convey business related data. We also encourage a proactive attitude towards enrichment through Business Society and Entrepreneurs’ Club and aim to give students practice in applying the skills and knowledge required to succeed when working for, or indeed managing, a business.

NATURE OF THE COURSE
Contrary to popular myth Business is not for the faint hearted! The new specification is mathematically rigorous and focuses significantly on high level business decision making including complex accounting. This is because the main aim of Business is to provide students with the opportunity to develop a clear understanding of how modern businesses actually operate. In addition we believe it is fundamental to equip students with the skills to work in business in the future either as a part of existing businesses or as entrepreneurs.

The course is taught using a case-study approach, frequently based upon real world examples. There are four themes: Marketing and People; Managing Business Activities; Business Decisions and Strategy and Global Business.

Example case studies would be:
1. Why did Apple value ‘Beats by Dre’ at $3bn?
2. Why does Nike transport ‘left’ shoes in one container and ‘right’ shoes in a separate container?
3. Will Samsung’s record $14bn marketing budget help them to go past Apple in total sales?

ASSESSMENT DETAILS
The course follows the new linear Edexcel specification: 
• Paper 1: Marketing, people and global businesses is a 2 hour paper covering Theme 1 and Theme 4
• Paper 2: Business activities, decisions and strategy is a 2 hour paper covering Theme 2 and Theme 3
• Paper 3: Investigating business in a competitive environment is a 2 hour paper covering all four themes, based on a pre-released context

Paper 1 and 2 each constitute 35% of the overall A level. Paper 3 constitutes 30%.

ENRICHMENT OPPORTUNITIES
The Business Society is a student-run seminar society in which Business students deliver talks on their own experience, on their research of businesses and on the types of businesses in which they are interested.

We also offer an Entrepreneur’s Club as a co-curricular activity in which students plan and run social enterprises to make a profit that is then donated to charitable causes.

BEYOND A LEVEL
Many of our students go on to study business related courses at university, including Business Management, Marketing and Accounting.
ECONOMICS

AIMS
To enable curious students to move beyond ‘armchair’ economics and appreciate better the economic world that surrounds them, thereby allowing them to fully analyse and thoroughly evaluate the wide variety of economic ideas, arguments and policies which directly influence their lives.

Successful students will:
• discover the strong relationship between Economics and other academic subjects with either complementary knowledge (History, Politics, Geography) or complementary skills (Physics, Mathematics, Philosophy);
• develop wider academic abilities including independent research, discussion and presentation skills;
• display a positive attitude towards co-curricular study through our substantial student-led enrichment programme;
• equip themselves with the knowledge of current economic affairs that is essential for operating in the modern business environment.

NATURE OF THE COURSE
The subject is divided into Microeconomics and Macroeconomics although a substantial amount is synoptic in nature.

Microeconomics explains how individual markets function and provides an insight into the behaviour of businesses. At the start we do this by using simple models, such as supply and demand, but the course covers far more challenging concepts such as collusive oligopolies and behavioural economics in an attempt to answer questions such as:
• Should we pay to see a doctor?
• Why are London house prices rising so rapidly?
• Do people make rational decisions?
• Should there be a minimum price for alcohol?

Macroeconomics analyses the performance of whole economies and their interactions with each other. The focus is on key indicators such as GDP, unemployment and inflation. Typical questions might include:
• What are the implications of record low rates of UK unemployment?
• Is a low rate of inflation in the UK good or bad?
• Should the UK government increase spending to assist in economic recovery or is austerity working?
• Would more regulation of banks help prevent future financial crises?

ASSESSMENT DETAILS
The course follows the new linear AQA specification and all papers constitute one third of the overall A level: CLICK HERE

• Paper 1: The operation of markets and market failure is a 2 hour Microeconomics paper
• Paper 2: National and international economy is a 2 hour Macroeconomics paper
• Paper 3: Economic principles and issues is a 2 hour synoptic paper

ENRICHMENT OPPORTUNITIES
The Veblen Society is an Economics extension group where students can discuss ideas, create economic policies and undertake empirical research into behavioural economics. Oxbridge Economics offers advanced and accelerated critical thinking in Economic theory. We encourage and support entries in the IFS Challenge, Target 2.0, RES, Marshall and IEA essay competitions.

BEYOND A LEVEL
Typically around half of our students go on to study Economics related courses at university. Studying Economics facilitates future careers in finance, business and research-driven disciplines.
GEOGRAPHY

AIMS
Geography is increasingly becoming the essential subject to study at university and beyond. A geographical way of thinking about the modern world in which students live is essential as they move forward. The unique linkage between the human and physical elements of the world make Geography a bridging subject between the Arts and the Sciences. Combining the discursive analytical skills found in essay subjects with the data manipulation and statistical competence of scientists, we aim to allow students to be able to access the top universities to study Geography and the teaching should complement their other A-level subjects, however diverse.

NATURE OF THE COURSE
The course is linear with a final exam at the end of two years. The content is mixed in terms of human and physical Geography with an Independent Investigation supported by our trip to Barcelona in the XX year. In the LXX the Physical Geography elements include: The Earth’s Life Support Systems of the Carbon and Water Cycle, and Coastal Environments. Human Geography incorporates elements of: Global Trade, the concept of Place and its changing nature and the shifting landscape of Power and Borders. In the XX, as well as tackling the Independent Investigation of 3,000 to 4,000 words which makes up 20% of the total A-level, students also study contemporary geographical debates including; Climate Change, Disease Dilemmas, Future of Food and Exploring Oceans.

The course complements the Edexcel IGCSE course but is looking to develop critical thinking skills along with practical analytical skills ready for university studies and beyond.

ASSESSMENT DETAILS
OCR (Code H481): CLICK HERE
- Paper 1 (1 hour 30 minutes) - Physical systems (22% of A level)
- Paper 2 (1 hour 30 minutes) - Human Interactions (22% of A level)
- Paper 3 (2 hours 30 minutes) - Geographical debates (36% of A level)
- Independent Investigation (coursework) - 3000-4000 words (20% of the total A level).

ENRICHMENT OPPORTUNITIES
- The Geography department runs GAIA with members of the XX taking a lead in organising speakers, debates and seminar sessions. The society is based around a book each term, with students producing articles for an end of year magazine (Compass) and attending lectures both in and outside of school.
- With the enrichment program there is an opportunity for students to join speakers and staff for select dinners after guest lectures. The cost of this will be subsidised by the department and the rest recharged to the school bill.

Students in the Upper School run each of these elements and also have opportunities to take part in activities further afield, with links to Earthwatch and Nepal in Need.

BEYOND A LEVEL
The very nature of the subject imbues those that study it with a multitude of transferable skills, highly valued across professional industries. The spread of skills allows students to enter a wide range of professions from Law to Engineering. Geography provides an access point to all. The wide range of skills obtained through A level study ensures that it is highly desirable at university level, especially when combined with its breath of study that ensures students do not specialise too early.

Even if not going on to study a specific Geography or Geology course the study of the subject engenders students with the qualities that are highly desirable in further education and in the workplace, making Geography ideally placed going forward as a keystone subject of the curriculum.
HISTORY

AIMS
History in the Upper School is a challenging and stimulating subject which has always been popular at Rugby. We believe in giving students a varied historical diet and offering them a wide range of topics to study. There is plenty of flexibility to allow for student learning above and beyond the syllabus. Students are expected to carry out their own extensive research based on specialist textbooks, library research and intelligent use of podcast and internet sources.

In lessons, emphasis is placed on seminar-style discussion and presentation. A collaborative approach to learning is central. All sets are taught by experts in their particular field. The periods on offer may vary according to staff availability and interests and the following is based on the current sets studying in the Upper School.

NATURE OF THE COURSE
1. Medieval c. 790-1192: Anglo-Saxon England and the Norman Conquest, 1035-1107 (Unit 1); The Crusades and the Crusader States, 1095-1192 (Unit 2); The Viking Age c. 790-1066 (Unit 3).
2. Early Modern 1445-1615: Tudor England: Wars of the Roses, 1445-1509 (Unit 1); The French Revolution and the Rule of Napoleon, 1774-1815 (Unit 2); Popular culture and the Witchcraze of the 16th and 17th Centuries (Unit 3).
3. Modern 1603-1964: The Early Stuarts and the Origins of the English Civil War, 1603-1660 (Unit 1); The American Revolution, 1740-1796 (Unit 2); Russia and its Rulers, 1855-1964 (Unit 3).
4. Late Modern 1783-1992: From Pitt to Peel: Britain 1783-1853 (Unit 1); Democracy and Dictatorships in Germany, 1919-1963 (Unit 2); Civil Rights in the USA 1865-1992 (Unit 3).

Unit 4 in each choice is Coursework.

ASSESSMENT DETAILS
OCR History: CLICK HERE

• Unit 1: 90 minutes (25%)  
• Unit 2: 60 minutes (15%)  
• Unit 3: 2 hours 30 minutes (40%)  
• Unit 4: coursework (20%)

ENRICHMENT OPPORTUNITIES
The department is noted for its excellent Oxbridge preparation and has a flourishing academic society, HYDRA, which meets regularly to welcome speakers and for students to present papers. The department also hosts the Bloxam Project, an academic journal for students and staff. The expectation is that all ambitious A level Historians will seek to contribute to the intellectual life of the department as part of their engagement with the subject at this higher level.

In addition to what we offer within school, students also have the opportunity to attend lecture days in London and to enter History competitions run by Oxford and Cambridge. A popular educational trip to Washington DC is run in partnership with the Politics department.

BEYOND A LEVEL
A level History remains a gold-standard qualification, trusted by leading universities and established professions. With its emphasis on analysis, argument and debate, it is a subject that opens doors to a very wide range of degree courses. Beyond the realms of university, Historians have always been in high demand in law, journalism, the civil service, consultancy, management, recruitment, publishing, cultural heritage and politics. History can partner any subject as part of a rewarding A level diet.

PHILOSOPHY & THEOLOGY

AIMS
A level Philosophy and Theology allows students to examine the very nature of existence. By challenging preconceptions and presenting fascinating alternatives, this is a course that prepares students for the future by training them to closely examine contrasting ideas, before presenting their own substantiated views in a coherent and convincing way. A challenging and rewarding academic course in its own right, Philosophy and Theology also helps students to understand how they learn across all of their subjects, strengthening their powers of expression, of analysis and of debate.

NATURE OF THE COURSE
We have selected the new Edexcel syllabus which we believe offers the most stimulating and challenging range of topics for Rugby students. The new linear structure means that three papers are studied over the course of two years. The first of these is a theological paper; no level of religious belief is expected - indeed a wide range of opinions adds to the level of debate in lessons. In fact, atheist students often find this subject the most fascinating, as it offers them the intellectual challenge of objectively examining the coherence of a system of belief with which they disagree. The second paper is on the subject of Ethics, both religious and secular, offering students the opportunity to consider in detail the ethical systems by which we live and which have shaped the world today, from the foundations of Meta-ethics to the practical implications of applied ethics. The third paper may vary each year, depending on the interests and abilities of students, but will always provide an equally engaging opportunity to learn about the ideas which form the foundation of modern belief.

ASSESSMENT DETAILS
Assessment is by three examinations, each of two hours, at the end of the XX. There is no coursework component.

ENRICHMENT OPPORTUNITIES
The Philosophy & Theology Department is extremely active. The Sidgwick Society is very popular and meets fortnightly to discuss a wide variety of philosophical and theological ideas over wine and cheese. Visiting speakers are also invited each term, for example the Archbishop of Birmingham addressed us last year on the role of the Church in modern Britain. The department also has links with a Tibetan charity in Dharamsala, in northern India and organises trips there for the LXX to teach English to refugees and Buddhist monks, while learning something of the ancient culture and religion of Tibet. Last year’s trip was granted the huge honour of a private audience with His Holiness the Dalai Lama.

This year there is the opportunity to help create The Hare – Rugby’s Philosophy and Theology journal. Students and staff alike are encouraged to write on any area that interests them for inclusion in a publication that is sent around the world. An informal group meets on Sunday afternoons to introduce LXX and XX students to the Classical Hebrew language over tea and cake. All are welcome to these sessions, and no prior knowledge is expected.

In addition to these larger events, a weekly clinic is held to allow any students to drop in to discuss their work or to ask for help with prep. A departmental library is run in the Collingwood Centre, allowing students to read widely around the subject, with individualised reading lists available upon request.
BEYOND A LEVEL

Both Philosophy and Theology offer a huge range of skills that are useful to a wide variety of academic and professional paths. For Law, for example, the analytical skills are extremely helpful and for medical applicants to university, a background in ethics can be the perfect complement to a set of scientific A levels.

As such, the knowledge and qualities engendered by these subjects can strengthen any application to university and develop skills that are vitally important in the legal, medical, financial or educational careers. Our subject fits well into any combination of courses.

POLITICS & INTERNATIONAL RELATIONS

AIMS

The department strives to provide excellent and enthusiastic teaching of key political ideas and ideologies as well as facilitating an understanding and analysis of British, European, American and Global Politics. To take full advantage of these exciting topics we encourage excellence in written and oral communication. Our ambition is to facilitate an understanding and appreciation of liberal democracy and to help nurture and grow a spirit of citizenship in the school community. A vibrant democracy promotes political participation and a constant questioning of the status quo borne out of perpetual restlessness.

NATURE OF THE COURSE

All students study British Politics and Political Ideas. In the second year a choice between a study of comparative politics (USA and UK) and Global Politics/International Relations is offered. Global Politics (International Relations) provides an introduction to global political structures/institution, systems and issues. American Politics provides students with a knowledge and understanding of the operation of the key US constitution, its federal institutions, judicial system (including civil rights), political parties, elections, and political issues.

ASSESSMENT DETAILS

Assessment takes place in a linear form. Assessment is through three two-hour-long examinations. Examination papers contain a mixture of short, medium and essay-type responses. There is no coursework nor are there multiple choice-type questions.

ENRICHMENT OPPORTUNITIES

- A Rugby Parliament (debating society)
- A Politics Society offering twice termly lectures by outside speakers
- Model United Nations
- Amnesty International
- Trips to Washington D.C, Switzerland, Palace of Westminster and Supreme Court
- Weekly informal discussion group sessions

BEYOND A LEVEL

An A level in Politics provides a firm grounding for those who desire to study the subject at university. Politics is an A level which is highly regarded by all universities, facilitating entry to Oxbridge and other top universities. Employers value the knowledge and skills which are honed whilst studying the subject. An appreciation of the political framework within which life operates, both at home and internationally, is seen to be valued in an ever more integrated and globalised world.
MATHEMATICS

HEAD OF DEPARTMENT COMPUTING: Tom Rennoldson
EMAIL: TER@rugbyschool.net

HEAD OF DEPARTMENT MATHEMATICS: Rachel Force
EMAIL: RJF@rugbyschool.net

COMPUTING

AIMS
A level Computing students are exposed to a wealth of experience and resources enabling them to develop into digitally aware, independent learners, that are fully prepared for higher education study. The Computing department aims to teach innovative and exciting lessons to effectively support students through the Computer Science based syllabus. The course builds upon core skills in Mathematics, Science and English, along with traditional and contemporary principles that form the basis of Computer Science.

Learners are encouraged to develop:
• A knowledge and ability to apply the fundamental principles and concepts of Computer Science, including: abstraction, decomposition, logic, algorithms and data representation.
• The ability to investigate problems in computational terms through practical experience of solving such problems, including developing programs to do so.
• The capacity to think creatively, innovatively, analytically, logically and critically.
• The capacity to see relationships between different aspects of Computer Science, society and the wider world.

NATURE OF THE COURSE
Software development and the teaching of fundamental programming techniques are extended in the A level course, which encourages emphasis on problem solving, computer programming, algorithm design and the mathematical skills used to express computational laws and processes. Students will also study the characteristics of processors, hardware, software, data structures and data types used in a computer system. The programming project gives learners an opportunity to create a complete program and associated documentation which is focused on software development and is related to a project title of their choice. The programming language to be used is investigated and considered by each student.

ASSESSMENT DETAILS
OCR A level Computer Science: CLICK HERE
• Computer Systems - 2 hours 30 minutes (written paper) 40%
• Algorithms and programming - 2 hour 30 minutes (written paper) 40%
• Programming project - (non-exam assessment) 20%

ENRICHMENT OPPORTUNITIES
Regular society meetings are run in the department which discuss computing related problems and a range of technological affairs. In addition to this, external and internal school speakers provide focus for further discussion and act as a source of inspiration for projects and ideas. Trips to exhibitions, historical sites and established businesses are available at various points within the year and help give those in attendance experience of how industry has progressed over the past century and what the future holds.

BEYOND A LEVEL
Students who have completed the Computing A level qualification will be excellently positioned to follow a Computer Science based or related higher education program of study, or to apply for workplace opportunities. The nature of Computer Science means that graduates will be very well suited to many roles in a digital environment. Some popular graduate vocations are software development, e-commerce, engineering, medicine and the finance industry.
SINGLE MATHEMATICS

AIMS
A level mathematics progresses from the material studied at the top end of the IGCSE course. The qualification develops logical thought and an ability to reason through difficult problems; sixth form mathematicians quickly build up processes of analysis which are important across a variety of curriculum areas. Whilst dedicating time to exam technique and preparation, the Mathematics department is keen to develop a love of the subject and an appreciation for the links between topic areas. This allows our sixth form students to benefit from a broad mathematical experience which improves understanding as well as basic techniques.

NATURE OF THE COURSE
The course is linear. This means that there is no opportunity for students to leave with an AS qualification after the LXX, and assessment takes the form of three 2-hour papers (Pure 1, Pure 2 and Applied) at the end of the XX.

The course is split between Pure Mathematics and Applied Mathematics in the ratio 2:1.

ASSESSMENT DETAILS
Edexcel: CLICK HERE
Paper 1: Pure Mathematics 1 (*Paper code: 9MA0/01)
Paper 2: Pure Mathematics 2 (*Paper code: 9MA0/02)
Paper 3: Statistics and Mechanics (*Paper code: 9MA0/03)

ENRICHMENT OPPORTUNITIES
Mathematics support clinics; Senior Maths Challenge; Senior Maths Team training; Dodgson Society.

BEYOND A LEVEL
Mathematics A level is a strong academic qualification in its own right, but also supports scientific subjects and subjects like Economics. Universities are making specific offers on Mathematics grades for a number of mathematics-related degrees, highlighting the importance of the subject in further education.

FURTHER MATHEMATICS

AIMS
The Further Mathematics A level course contains stimulating and interesting material for mathematically confident students, whilst providing support for university courses that require a significant level of mathematical content. The course provides a platform from which able Mathematicians can flourish and distinguish themselves, with extension elements like Cambridge STEP material tied in to regular lessons.

NATURE OF THE COURSE
Students wishing to study Further Mathematics in the sixth form will work towards qualifications in A level Single Mathematics and A level Further Mathematics. The Further Mathematics course is split into four papers of 90 minutes in length and all worth 25% of the final grade. Pure topics include Differential Equations, Vectors, Hyperbolic Functions, Advanced Trigonometry, Matrices and Advanced Calculus.

ASSESSMENT DETAILS
The qualification is assessed through four 90-minute papers taken at the end of the XX. The examination board is Edxecel.

Paper 1: Core Pure Mathematics 1 (*Paper code: 9FM0/01)
Paper 2: Core Pure Mathematics 2 (*Paper code: 9FM0/02)
Paper 3: Further Mathematics Option 1
Paper 4: Further Mathematics Option 2

Specification: CLICK HERE

ENRICHMENT OPPORTUNITIES
• Senior Mentoring
• Senior Mathematics Challenge
• Mathematics Clinic support
• Oxbridge preparation (MAT and STEP papers)
• Senior Mathematics Team Training
• London Mathematical Society lectures

BEYOND A LEVEL
Further Mathematics is a well-respected qualification that allows able Mathematicians to show their quality. It is essential for entry on to highly mathematical courses at top UK universities, and strongly recommended in some other cases.
MODERN FOREIGN LANGUAGES

HEAD OF MODERN FOREIGN LANGUAGES: Rachel Wickes
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ACTING HEAD OF DEPARTMENT FRENCH: Amanda Leamon
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HEAD OF DEPARTMENT GERMAN/ITALIAN: Rachel Wickes
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HEAD OF DEPARTMENT SPANISH: Colette O’Mahoney
EMAIL: cao@rugbyschool.net

French, German, Italian and Spanish are taught on timetable. If you are interested in Mandarin, we can help to arrange lessons privately with a Mandarin tutor.

Native speakers
We can arrange for students to be entered for an A level in their native tongue, however we do offer a note of caution. A level courses are not just language assessments. There is always a cultural/literary/film aspect. They are content-rich and require proper preparation in order to achieve the top grade. Whilst we can advise on syllabus and examination technique, we cannot offer teaching in languages other than those listed. It is the responsibility of the student to ensure they are of a suitable standard. Students should think very carefully before asking to be entered.

FRENCH (Pre-U)

AIMS
The French department aims to stimulate lasting curiosity in both the French language and the culture of the French speaking world. By the end of the course, our intention is that all students will have developed the language skills needed for effective, sophisticated communication in French, whether in conversation or in writing. Students will also develop their reading, listening and translation skills in order to give them access to a wide range of materials, such as novels in French or French newspapers. The use of authentic sources and of interaction in French is an integral component of our teaching. Grammatical competence and the ability to manipulate language accurately and appropriately are a pre-requisite for study in higher education and we place strong emphasis on these skills in the Upper School.

NATURE OF THE COURSE
The course includes the study of literary texts and films, as well as translation and grammar. Core topic areas include modern world issues, law and order, medical advances and related ethical issues, environmental issues, popular culture and politics. All topic areas are studied with reference to France and French-speaking countries. Students studying French with us will regularly go beyond these topic areas and will have the opportunity to research areas in which they are interested.

ASSESSMENT DETAILS
We follow the CIE Pre-U French course. The four papers are given equal weighting overall and test in the following way:

- Paper 1: Oral (response to a text and a topic discussion)
- Paper 2: Reading and Listening (questions in French and English, translation and summary)
- Paper 3: Writing and Usage (a discursive essay in French and grammar tasks)
- Paper 4: Topics and Texts (discursive essays in English and French on literary themes)

ENRICHMENT OPPORTUNITIES
- French trip to Montpellier (October Exeat)
- Modern Languages Society and Modern Languages Magazine (Page Polyglotte)
- Translation Club (Advent Term)
- European Poetry (Lent Term)
- Surrealist Games (Trinity Term)
- Conversation classes with native speakers
- Regular competitions

BEYOND A LEVEL
Learning a foreign language has become a key component for those who wish to compete at a high level in the employment market. Being able to converse in a number of languages not only allows you to rise higher within multinational organisations but also gives you a substantial advantage when negotiating deals with international businesses or even investors. The skills honed when studying French in the Upper School will also help enormously should a student wish to take up a new language at university or later in life.
GERMAN (Pre-U)

AIMS
Studying German in the Upper School will open students’ eyes to all aspects of the German speaking world and we are not always limited by set themes. We try to find current issues that interest our students and encourage them to do further research independently. Accurate use of language is very high on our agenda and one of our chief aims is that all students can communicate effectively in a German speaking environment, whether in a social or professional context. In order to achieve this we use German film and literature, as well as a range of current authentic materials.

NATURE OF THE COURSE
We follow the CIE Pre-U German course and cover a wide variety of themes. For example in the past few years these have included: immigration, football hooliganism, German politics and extremism, the German economy, the environment and travel in the German speaking world. We also cover some literature, studying a short novel in German to write about in English. An essay in German has two films or short stories as its focus.

ASSESSMENT DETAILS
Paper 1: Oral (response to a text and a topic discussion)
Paper 2: Reading and Listening (questions in German and English, translation and summary)
Paper 3: Writing and Usage (a discursive essay in German and grammar tasks)
Paper 4: Topics and Texts (discursive essays in English and German on literary/film themes)

ENRICHMENT OPPORTUNITIES
• Vienna exchange
• Weekly conversation lessons with native speaker
• Visits to theatre and cinema events
• Visiting speakers
• Oxbridge grammar
• Competitions

BEYOND A LEVEL
Students have gone on to study German at top universities, including Oxford and Cambridge. Some have also taken gap years to work in the German speaking world, spending time with BMW in Munich for example. German is one of the most desirable languages amongst UK employers and the ongoing strength of the German economy means that demand for good German speakers remains high.

ITALIAN (Pre-U)

AIMS
Italy’s role in international relations, music, art history, fashion, engineering and tourism usually provides the impetus for starting to learn her language. The student who has achieved success at Italian IGCSE can build on this in the Upper School, to work towards fluency in speaking, an easy style in writing and the confidence to deal with reading and aural material in a wide range of registers. This is a language which is easy to enjoy and that is also the aim in its study.

NATURE OF THE COURSE
We follow the CIE Pre-U Italian course and so are able to study both a wide range of current affairs and Italian culture. Grammar and advanced vocabulary are also key components. The medium of film will form part of the course, as will Italian literature. The specific skills of précis and of translation into and from Italian are an important part of our work and give our students the ability to manipulate the language with confidence. Authentic sources of materials are used, to give as broad an experience as possible of the language to its student.

ASSESSMENT DETAILS
Paper 1: Oral (response to a text and a topic discussion)
Paper 2: Reading and Listening (questions in Italian and English, translation and summary)
Paper 3: Writing and Usage (a discursive essay in Italian and grammar tasks)
Paper 4: Topics and Texts (discursive essays in English and Italian on literary themes)

ENRICHMENT OPPORTUNITIES
• European Film Club
• Creative writing in a foreign language
• Conversation classes
• Regular competitions

BEYOND A LEVEL
Learning a foreign language has become a key component for those who wish to compete at a high level in the employment market. Being able to converse in a number of languages not only allows you to rise within multinational organisations but also yields a substantial advantage when negotiating deals with international businesses or even investors. We encourage all students to figure in the 75% of the world population who are polyglot. The skills honed at Pre-U Italian will also help enormously should a student wish to take up a new language at university or later in life.
SPANISH (Pre-U)

AIMS
To enable students to develop and deepen their awareness and understanding of the Spanish language, while broadening their cultural awareness of the countries where Spanish is spoken. There is a focus on speaking the language confidently and coherently and this is done largely through studying the language in its cultural, literary and social context.

NATURE OF THE COURSE
Tasks undertaken will aim at developing all four skill areas: speaking, listening, reading and writing. Students will be required to study literature and film and an appreciation of these will be included in the assessment. In addition to their timetabled lessons, students will attend a weekly conversation class with a native Spanish speaker.

ASSESSMENT DETAILS
We follow the CIE Pre-U Spanish course, which is assessed in the following way:
- Paper 1: Oral (response to a text and a topic discussion)
- Paper 2: Reading and Listening (questions in Spanish and English, translation and summary)
- Paper 3: Writing and Usage (a discursive essay in Spanish and grammar tasks)
- Paper 4: Topics and Texts (discursive essays in English and Spanish on literary themes)

ENRICHMENT OPPORTUNITIES
- Exchange visit to Spain (either Madrid or Valencia) – February Exeat of LXX.
- Film, theatre and exhibitions where available and appropriate.

BEYOND A LEVEL
A level opens many doors: a single or combined honours degree in languages or combined with another subject; the possibility of taking a module in advanced Spanish as part of an unrelated degree course; the option to spend time in a Spanish-speaking country on a placement as part of a university degree; as well as the knowledge that a gap year project in South America before university would be an attractive and fulfilling choice.

MUSIC
HEAD OF DEPARTMENT ACADEMIC MUSIC: James Williams
EMAIL: JAW@rugbyschool.net
MUSIC

AIMS
Students that study Music A level develop three main skill areas in creative synergy: performance, composition and musical analysis. Students have individual musical strengths which are advanced and complemented through developing this broad musical understanding.

NATURE OF THE COURSE
In composition, students learn the fabric of tonal harmony through sophisticated composition techniques to create well-presented, effective musical works in a genre of their choosing. In performance, students develop their sense of musicianship and leadership, as well as their technical and expressive instrumental control. In listening and analysis, students develop a concise and articulate writing style, learning how to write about music from a range of genres using accurate subject-specific vocabulary demonstrating skills in analysis, appraisal and evaluation. Through all of these strands, aural skills are heightened to an advanced level.

Students will develop knowledge of a range of styles of music. Three areas of classical repertoire (Baroque solo concerti, Romantic piano music, and operas of Mozart) complement studies in styles of music as diverse as popular music, film music, music theatre and jazz. Complementary skills in score reading, notation software manipulation, harmony, chords and aural appraisal will also be developed.

ASSESSMENT DETAILS
AQA A Level Music: CLICK HERE

- 35% performance coursework (10+ minutes; solo and/or ensemble, greater than Grade VII or equivalent standard).
- 25% composition coursework (one free composition of 3 minutes and one Bach chorale exercise)
- 40% written exam; analysing and appraising Music. One 2.5 hour written paper. Students have individual recordings of the extracts; roughly 75% of marks are for short answers on set works and unseen works, and 25% for an essay on the set areas.

ENRICHMENT OPPORTUNITIES
- Visits to see set works/musicals/artists in concert where performance schedules/school timetable permit, or performances arranged in school by school ensembles.
- Visiting speakers in the last few years have included Howard Goodall CBE (Music Ambassador and composer), Paul Whittaker OBE (Music for the Deaf), Prof Mervyn Cooke (Britten, Film and Jazz scholarly author), Michael Griffin (international speaker on motivation, mindset and metacognition for instrumental practice).
- Enrichment including: Composers Club and many ensembles/choirs: participation is encouraged (but not compulsory) in any of the school’s ensembles including (non-exhaustive): orchestra, concert band, jazz band, chapel choir, rock choir, rock bands and chances to perform as a soloist with a professional orchestra.
- Separate qualifications in Grade VI, VII and VIII Associate Board theory can be prepared in conjunction with A level Music.
- Advanced performance (or composition) lessons at Birmingham Conservatoire can be arranged for exceptional students.

BEYOND A LEVEL
Music A level is highly respected by universities for requiring students to develop a range of technical, analytical and communication skills through creative tasks requiring perceptive analysis and insight. Having practical and essay writing components, Music complements a range of other A level subjects, from Sciences to the Arts and is good academic grounding for a number of Music and non-Music related degree courses.

SCIENCE

HEAD OF SCIENCE: Mike Thompson
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HEAD OF DEPARTMENT BIOLOGY: Graham Joyce
EMAIL: GCEJ@rugbyschool.net

HEAD OF DEPARTMENT CHEMISTRY: Trevor White
EMAIL: TMW@rugbyschool.net

HEAD OF DEPARTMENT PHYSICS: Andy Davies
EMAIL: AGD@rugbyschool.net

HEAD OF DEPARTMENT PHYSICAL EDUCATION: Frazer Hemming-Allen
EMAIL: FHA@rugbyschool.net
BIOLOGY

AIMS

The A level Biology course aims to lay theoretical foundations for students to pursue the subject at the highest level and develop into leaders in the field. It is an extensive and in-depth practical course designed to develop key laboratory skills from dissection of specimens to molecular techniques. The skills are taught with a focus on data analysis and experimental design ensuring students are more than ready to take the next step on to a Biological degree. In addition, the course develops key transferrable skills that are hugely sought after by employers in many professions:

- **Problem solving** is developed with an emphasis on applying numerous unifying patterns and themes in Biology to unfamiliar contexts.
- **Critical thinking** is developed through data analysis and evaluation in which students are required to critically analyse data from experimental scenarios.
- **Abstract thinking** is developed through the application of theoretical concepts in graphical forms and in examples requiring deduction.
- **Communication skills** are developed through the teaching of concise and precise language to explain complex concepts in the clearest manner possible.

The course also develops an appreciation of current scientific issues facing society such as the impact the human population is having on the environment and the emergence of new genetic technologies. Students are encouraged to reflect on these and will leave as scientifically literate citizens, ready to engage with some of the most exciting and important decisions of our time.

NATURE OF THE COURSE

The A level course is taught over the two years of the sixth form by two teachers. It allows students to understand the underlying mechanisms common to many biological systems. The course is divided into eight succinct sections without losing depth of understanding. Broadly, sections 1-4 are studied in the first year and 5-8 in the second:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in the internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

Practical work is an integral part of the two-year course with a minimum of twelve core practicals, assessed in the final exams. The twelve practicals will be visited in different contexts to ensure students have the skills for future biological study and to excel in the written exams.

ASSESSMENT DETAILS

The specification followed is AQA A level in Biology (7402): [CLICK HERE]

The content is assessed over three written papers at the end of the course with results graded from A*-E.

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<thead>
<tr>
<th>PAPER</th>
<th>LENGTH (MIN)</th>
<th>TOTAL MARKS</th>
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<td>Any content from topics 1-8 including relevant practical skills</td>
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ENRICHMENT OPPORTUNITIES

The LXX year culminates in a 4-day Biology field trip in the UK to either Slapton Sands, Devon or Dale Fort, Wales. The trip is an integral part of the course and a fantastic opportunity for students to spend an extended period focusing on a single subject in an environment of outstanding natural beauty and biological interest.

Students are also encouraged to:
- Attend the guest lectures from active scientists and related professionals.
- Attend the Bateson Society Club, which aims to increase the chances of success when applying for highly selective universities including Oxford and Cambridge through informal discussion, problem solving, presentation and critical thinking exercises.
- Take part in national Biology competitions such as the British Biology Olympiad run by the Royal Society of Biology each January.
- Carry out their own research project in their own time under the guidance of teachers and technicians.
- Contribute to the science magazine.

BEYOND A LEVEL

The course lays an excellent foundation for further study of Biology at university and related degrees including but not limited to: Chemistry, Psychology, Forensic Science and Sports Science. Biology is essential for several undergraduate courses including Medicine and Veterinary Science.
CHEMISTRY (A/Pre-U)

AIMS
The aim of both of the sixth form Chemistry courses is to equip learners with the principles with which they can make sense of the large body of chemical knowledge and enable them to develop an understanding of, and insight into, chemical reactions and structure. This is done by appreciating the link between theory and experiment and by fostering the development of skills required for the design and evaluation of experiments. At the heart of this is understanding, and great emphasis is placed upon solving chemical problems and rationalising unfamiliar material. It is essential that students develop the attitudes relevant to science, such as a concern for accuracy and precision, objectivity, integrity and the skills of enquiry, initiative and inventiveness.

Added to this is the place of Chemistry in the wider world and students are encouraged to analyse independently, and develop an informed interest in major scientific issues via scientific literacy; this will allow them to be aware that chemistry is a cooperative and cumulative activity, subject to technological, economic, historical, cultural, social and ethical factors.

NATURE OF THE COURSE
There are two options for Chemistry at Rugby. Those going on to study Chemistry at university or a Chemistry related course at Oxford or Cambridge are encouraged to follow the Cambridge Pre-U Chemistry course. The Pre-U course has some topics that are not covered by the A level boards, such as molecular orbitals, the Van Arkel triangle and Functional Group level in Organic Chemistry. The course is very demanding and requires a genuine commitment to the subject as well as an ability to cope with the fast pace.

The other option is the new AQA A level course (without an opportunity to take the decoupled AS examination). The AQA course is more traditional and divides into Inorganic, Organic and Physical Chemistry. There is a greater emphasis on the Transition Metals than the Pre U-course and the practical component is covered by questions on the theory paper rather than by a Practical examination.

ASSESSMENT DETAILS
CIE Pre-U Chemistry [CLICK HERE]
Paper 1: Multiple choice on whole course - 15%
Paper 2: Structured questions on part A of course – 35%
Paper 3: Structured questions on Part B & possibly Part A – 35%
Paper 4: Practical – 15%

AQA A level Chemistry [CLICK HERE]
Paper 1: Written paper on Physical & Inorganic Chemistry – 35%
Paper 2: Written paper on Physical & Organic Chemistry – 35%
Paper 3: Written paper on practical techniques/data analysis & testing across the specification – 30%

ENRICHMENT OPPORTUNITIES
- Weekly higher level sessions. Two aimed at the XX, one aimed at the LXX.
- Chemistry Olympiad (each February) and the Lower Sixth Cambridge challenge (each June).
- A day at Warwick University in May using the Undergraduate Chemistry laboratories.
- Numerous Chemistry lectures.
- Intra-school quizzes, writing articles and helping with Middle School enrichment.

BEYOND A LEVEL
Chemistry is the central Science. It is essential for several undergraduate courses including Medicine and Veterinary Sciences. It is a well-regarded academic discipline and would be valuable for almost all Science related courses as well as other academic courses. A significant percentage of Chemistry graduates go into the financial services sector.
PHYSICS (Pre-U)

Aims
The Cambridge Pre-U Physics course aims to provide a thorough preparation for university courses which have a substantial element of Physics. Throughout the course students should gain confidence with using experimental apparatus, competence in obtaining precise and accurate data, along with the ability to discover relationships and draw conclusions which take into account experimental uncertainties. By the end of the course students will have been exposed to Physics which requires the application of calculus, logarithms and other mathematical techniques alongside the more philosophical areas of Physics, which will test a student's ability to apply logical argument and communicate physical understanding in writing.

Nature of the Course
The Pre-U course will cover classical areas of Physics in depth in the first year: mechanics, waves and oscillations, electricity and magnetism, materials, gravitational and electric fields. The skills developed in these areas will then be applied in a number of interesting contexts including nuclear Physics, cosmology, quantum mechanics and relativity.

The Pre-U syllabus is divided into section A and B topics although we will not be dividing the course purely along these lines and trying to cover as much content as possible with students in the LXX year to maximise revision time at the end of the course.

Students will also embark upon an extended experimental project for approximately half a term in the XX, allowing them to apply their knowledge and understanding of Physics alongside their experimental and analytical skills developed.

Students will routinely be applying mathematics in the course and it is strongly recommended that any student starting this course should be studying a Mathematics course in parallel with the Pre-U Physics course.

Assessment Details
Paper 1: (20%) – 1 hour 30 minutes, multiple choice paper.
Paper 2: (30%) – 2 hours, written paper with the first section covering section A and B of the syllabus and the second section containing a question based on case study material that will have been issued to students on 1st April prior to the exams (this can be based on section A and B syllabus content).
Paper 3: (35%) – 3 hours, written paper with compulsory questions and a choice of questions from the mathematical and philosophical content of the course based on section B of the syllabus
Personal Investigation: (15%), students will plan and carry out an experimental investigation. They are assessed on their ability to: plan, make detailed observations of measurements; use a range of measuring instruments; use appropriate Physics principles; and produce a well-organised report.

Enrichment Opportunities
• Weekly extension tutorials for students who are making applications for competitive Physics and Engineering courses, (eg Oxbridge), take place on Wednesdays at 6pm (XX Advent Term and LXX Lent and Trinity terms).
• Interview Exchange with the National College of Maths and Science for Oxbridge applicants.
• Student run Physics Society for LXX and XX students by invitation.
• LXX lecture day at the Institute of Education and regular guest speakers.
• Weekly help clinic for Physics students takes place every Thursday at 6pm.

Beyond a Level
Physics is essential for Engineering and will be incredibly useful for Medicine and other scientific courses at university. The logical problem solving and thinking skills are transferrable to virtually every area. It is no surprise that Physics and Engineering graduates are amongst the most highly sought after on the employment market, whether it be in scientific disciplines or financial institutions.

The Pre-U Physics course will provide a high degree of scientific literacy even if a student's future direction is not based in the physical science area. A high Distinction grade on Physics Pre-U will make any student stand out from the crowd, in a selection process.
PHYSICAL EDUCATION / SPORTS SCIENCE

AIMS
The new OCR specification has been designed to allow students to study Physical Education in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject. The skills covered will enable students to stand out and effectively promote themselves as they progress through and beyond the school environment.

The specification encourages students to be challenged, inspired and motivated by the subject, enabling them to make informed decisions about further learning opportunities and possible career pathways related to Physical Education and Sports Science. The course and its delivery will equip students with the knowledge, understanding, skills and values to develop their theoretical and practical performance and also be aware of the benefits of health, fitness and well-being in society today.

NATURE OF THE COURSE
OCR's A level in Physical Education will equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of Physical Education and Sports Science. This requires all students to:
• understand how physiological and psychological states affect performance
• understand how socio-cultural factors influence involvement in physical activity and sport
• develop theoretical knowledge and understanding of the factors that underpin physical activity/sport
• develop their ability to analyse and evaluate to improve performance.

ASSESSMENT DETAILS
Exam Board: OCR H155-H555: CLICK HERE

Applied anatomy and physiology / Exercise physiology / Biomechanics – 2 hour paper - 30%
Skill acquisition / Sports psychology – 1 hour paper - 20%
Sport and society / Contemporary issues in physical activity and sport - 1 hour paper - 20%
Performance or coaching / Evaluation and analysis of performance for improvement / (EAPI) non-exam assessment - 30%

ENRICHMENT OPPORTUNITIES
By its very nature, the subject has a wide range of both theoretical and practical opportunities. Students are encouraged to attend a wide range of lectures. Visiting speakers and staff will provide regular small group seminar revision sessions of topics covered, as each term progresses. Trips to universities such as Loughborough and Bath provide scope to examine degree courses across Physical Education and Sports Science.

BEYOND A LEVEL
This course will prepare learners for the further study of Physical Education or Sports Science courses as well as other related subject areas such as Psychology, Physiology, Biology and Sociology. Students will also develop the transferable skills that are in demand by Higher Education and employers in all sectors of industry. Previous students undertaking A level Physical Education over the past 18 years have gone on to study a wide range of university courses and undertaken careers ranging from sports science, medicine, physiotherapy, sports journalism, sports psychology, sports and exercise science, sports business and management and sports nutrition.

THEATRE STUDIES

HEAD OF DEPARTMENT
ACADEMIC DRAMA & THEATRE STUDIES: Tim Coker
EMAIL: TDC@rugbyschool.net
THEATRE STUDIES

AIMS
Students of Edexcel Drama and Theatre develop skills that are not just essential for Drama but apply to a wide range of higher education subjects and professions. This specification refines students’ collaborative skills and their approach to independent research as well as their analytical and creative thinking. Students grow in confidence and become more critically discerning as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts have on creative decision-making. Whatever the future holds, students of A level Drama and Theatre emerge with a toolkit of transferable skills preparing them for their next steps.

NATURE OF THE COURSE
We want students to have an inspiring experience of A level Drama and Theatre. This course combines practical creativity with academic research and theoretical understanding. Students learn through experience, seeing and making theatre for a live critical audience. Students are introduced to a wide range of theatrical styles and contexts throughout the course as they explore theatre practically and devise their own original, challenging and often provocative theatre. Students will experience a range of critical perspectives throughout the course as actors, directors, writers, critics and academic researchers. Theatre trips take place up to twice per year. Through these experiences, students gain many valuable skills, both theatrical and transferable, to expand their horizons.

ASSESSMENT DETAILS
Edexcel A level Drama & Theatre (2016): CLICK HERE

Component 1: Devising 40% of A level
- Devise an original performance piece
- Use a performance text and a theatre practitioner as stimuli
- Produce a Research and Development Portfolio - 60 marks
- Stage the Devised Performance - 20 marks

Component 2: Text in Performance 20% of A level
- Produce a group performance/design realisation from a performance text - 36 marks
- Perform a monologue or duologue performance/design realisation from a different performance text - 24 marks

Component 3: Theatre Makers in Practice 40% of A level
Written paper: 2 hours 30 minutes
- Section A: Live Theatre Evaluation - 20 marks
  Students analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.
- Section B: Page to Stage: Realising a Performance Text - 36 marks
  Students answer two questions based on an unseen extract from the performance text they have studied. Students will demonstrate how they, as theatre makers, intend to realise the extract in performance from the perspective of a performer and a designer.
- Section C: Interpreting a Performance Text - 24 marks
  Students will demonstrate how their production concept will communicate ideas to a contemporary audience. Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.

ENRICHMENT OPPORTUNITIES
All A level students are encouraged to attend the weekly Drama clubs and to audition for school productions including the school’s touring production at the Edinburgh Fringe Festival. A level students are also encouraged to perform in the annual Arts Festival and cast and stage their own productions. Many A level candidates opt to undertake LAMDA lessons. Theatre trips to challenging and innovative productions take place up to twice a term. Members of the department are available throughout the week to support students as they work on particular aspects of the course.

BEYOND A LEVEL
A level Drama and Theatre Studies students have successfully applied to study a range of subjects including Law, Architecture, History, Politics, English Literature, Art and Design and, of course, Drama at leading universities including: Oxford, Cambridge, Bristol, Durham, Manchester, Royal Holloway, Exeter and Warwick. Others have used the A level as a stepping stone to successfully apply to leading Drama schools including RADA, the Royal Central School of Speech and Drama and LAMDA.

Careers for graduates with a creative background in a subject such as A level Theatre Studies cover a vast range of professions from law to journalism; event management to acting; politics to advertising.
EXTENDED PROJECT QUALIFICATION

Universities continue to value the AQA Extended Project Qualification as a means to demonstrate many of the skills of independent study and research requisite for success as an undergraduate. The EPQ is thus a significant addition to an A level portfolio which can deliver considerable intellectual satisfaction, enhance and widen the perspective through which one views a given topic and encourage students to think across the boundaries of individual subjects. By developing high level research and critical analysis skills, an EPQ may significantly boost self-confidence through the ability to tackle university style work to a high level, as well as providing many with excellent interview preparation.

We will therefore continue to encourage students to follow this route where appropriate, through our academic enrichment programme. We believe this will best engender the mixture of independent research and university-style supervision appropriate to the project.

Some universities may make discounted A level offers based on success with the EPQ. EPQs count as half an A level but are assessed at A2 standard. They can either be examined as a dissertation or as an artefact piece, giving students the freedom to select a topic of their choice. The written report will be submitted in conjunction with a production log and a transcript of a 15-minute presentation. This qualification is academically demanding but students typically find it highly rewarding due to its independent nature.

ASSESSMENT DETAILS
Exam Board: AQA 7993 Extended Project Qualification: CLICK HERE

BEYOND EXAMINATIONS

HEAD OF DEPARTMENT
HIGHER EDUCATION & CAREERS: Debbie Horner
EMAIL: DJH@rugbyschool.net

US UNIVERSITIES: Samantha Harris
EMAIL: SRH@rugbyschool.net

HEAD OF DEPARTMENT LEARNING DEVELOPMENT: Louise Stevenson
EMAIL: LJS@rugbyschool.net

HEAD OF DEPARTMENT PSHEe: Lisa Greatwood
EMAIL: LJG@rugbyschool.net

CHAPLAINCY: Revd. Richard Horner
EMAIL: RMH@rugbyschool.net
UPPER SCHOOL CURRICULUM GUIDE

HIGHER EDUCATION (HE) AND CAREERS

Building on the work in the D block, where students are given the opportunity for psychometric profiling and undertake at least two weeks of work experience, members of the Upper School attend weekly lessons from the October Exeat in the LXX until the October Exeat of the XX, giving each student time to consider a wide range of options after school.

During their lessons students look in detail at the application process to universities and research courses and universities which interest them. Their final lessons, at the beginning of the XX, will be the culmination of their decision making, when they make an application to university. All students are given help and support with the practicalities of their application, including understanding student finance. They are given guidance about writing an effective and persuasive Personal Statement from the HE and Careers department and are also supported by tutors and the relevant academic department.

If a student is submitting an application to Oxford or Cambridge or to universities in the US they will receive extra support and help from the school and external specialist organisations.

By the end of their lessons students will also have a good understanding of the world of work and will be able to research GAP years or internships. Each student in the LXX is helped to write their own CV and one-to-one support is offered for job or internship applications.

Throughout their time in the Upper School, students also have several opportunities to explore their options closely with relevant professionals. The Rugbeian Society and the parent body are invaluable in working in conjunction with the department and offer opportunities to our students while they are at school and beyond.

The Higher Education (HE) and Careers Department run a large-scale Careers Convention every two years, where students are able to speak to a large number of professionals and find out more about their working day. In addition to this, employers visit the school regularly to talk to students and there are society meetings throughout the year for potential Medics, Engineers and Lawyers, where former students or professionals are invited to speak and share their experiences.

Every year Rugby School hosts a Management and Leadership Conference along with two local schools, and young professionals spend the day with the students in board-room style simulations. They come from a wide range of very well respected employers and explain and promote their internship schemes as well as encouraging the students to learn more about employment and to acquire or hone the ‘soft skills’ required. The department also organises an annual GAP and HE fair for the D block, LXX and XX and in school there are a number of bursaries available to help to fund a worthwhile GAP year volunteering project.

One-to-one interviews are available with members of the Careers and HE department staff for students throughout their time at Rugby School and we offer support with UCAS, employment or GAP applications and beyond. Students and parents are briefed regularly by the Head of Department whilst in the Upper School.

On results day and afterwards Careers and HE staff are available to help either by phone, email or in person should the need arise.

University courses and subjects needed / desirable to maximise university choice
- To study Economics: Maths
- To study Biology: Biology and Chemistry
- To study Chemistry: Maths
- To study Physics: Maths and if possible Further Maths
- To study Engineering: Maths and Physics
- To study History of Art: a Modern Language
- To study Psychology: Maths or a Science
- To study Computer Science: Maths
- To study Medicine: Biology and Chemistry
- To study Architecture: Art, Physics and Maths
- To study Maths: Maths and Further Maths

OXBRIDGE
Candidates considering an application for Oxford or Cambridge will be encouraged to begin the process of becoming a competitive applicant early in the LXX. Students should complete a Record of Activity recording their marks in subject areas of interest as well as planned and completed reading lists and other enrichment activities they take part in. This is for discussion with their tutors and Heads of Departments and should be submitted half termly. This helps to provide a healthy picture of the suitability of the candidate for an application and can become the basis of a very strong Personal Statement.

Deperations provide subject specific enrichment but there are also TSA (Thinking Skills Assessment) training sessions that cover a number of subjects and are an important part of the entry process for both universities. There are meetings with current Oxford and Cambridge students for Q&A in the Lent term of the LXX and an Admissions tutor comes to explain the Admissions process in detail in the Trinity term. There are also (term dates permitting), school trips to the Oxford and Cambridge Open Days at the end of term. Applicants are also encouraged to visit the relevant university independently. Oxbridge applications have earlier deadlines than the rest of UCAS; these are clearly published in advance by the Careers Department and must be adhered to.

In the XX, departmental preparation continues and there are also interview exchanges with other schools as well as the chance of other external help and in-house practice.

Students who are already planning an Oxbridge application should check the universities websites to ensure that their subject choices match course requirements. If a particular subject is recommended, students should do that subject at A level.
US UNIVERSITIES
Candidates considering applying to universities in the United States of America are encouraged to start thinking about the process as early as the D Block, and must be working on their application in detail throughout the LXX.

The nature of undergraduate study in the US is very different to the UK experience; the US undergraduate course is much broader and students will not need to specialise in a single discipline until the final years of their degree. Someone who is only interested in taking Chemistry, for example, may not enjoy the US experience. Students wanting to read Medicine or Law should be aware that these courses are taught at the graduate level in the US and so would-be students of those subjects will probably not be best served by the US.

There are roughly 4000 universities and colleges in the United States, and the experience of being in an urban university on the East Coast is very different from studying in California and different again from the experience in a less urban environment. Students need to decide what they want from their university experience.

Students need to decide:
- which type of, and then specifically which, university or universities they want to apply to
- which of the main two aptitude tests (the SAT or the ACT) they intend to study for
- whether or not they will need to complete extra applications materials and/or test for an Ivy League application
- how they will fund their degree.

Preparing for an application to the United States involves significant time and effort.

Students should have taken their first official SAT or ACT by the end of the LXX and possibly earlier. It is likely that resits will be wanted and there are only a limited number of sittings throughout the year.

The School provides a programme of specific presentations in the Advent and Lent terms on:
- applying to universities in the USA
- taking the SAT/ACT
- preparing essays for universities as part of the application.

The School hopes in the near future, to start running regular sessions helping students prepare for the SAT/ACT and students are welcome to consult with Miss Harris with questions about any aspect of the application process.

The School also has a working relationship with Jon Tabbert of Jon Tabbert Associates (Tel: 0207 491 8085), who is willing to provide initial advice to students and parents. Students can, if they so decide, employ Jon as a specific admissions advisor. Students may also decide that they wish to engage professional assistance in preparation for the SAT/ACT.

ENRICHMENT
AIMS
Our extensive enrichment programme has three fundamental principles. We are serious about enabling students to pursue their interests beyond the classroom. Through enrichment we offer opportunities for students to develop additional depth and understanding on subjects or issues that have struck a personal chord with them. We also aim to expose students to experiences above and beyond what they encounter in the classroom and to have the chance to find the intellectual or creative niche that inspires them for the future. Finally we are working to develop the powers of independent thought and action that will enable our students to flourish both during A level and beyond their school careers.

Alongside the opportunities for enrichment, we also provide opportunities for additional support and for students to take time to develop their confidence in areas that they have found challenging in their normal programme of study.

NATURE OF THE COURSE
The enrichment programme is hugely varied. Timetabled sessions are run each week by faculties and there is an expectation that students both lead and participate, meaning that students are kept thinking even when their lessons are over. Subject specific societies also run regular meetings. A wide range of visiting speakers provide the opportunity to hear new voices and alternative perspectives and to gain further access to what Dr Arnold called ‘the Best that has been thought and said’.
LEARNING DEVELOPMENT

The transition to study in the Upper School can be demanding for many students. They must develop efficient study skills such as note making, revision techniques and time management. The Learning Development department aims to provide the support that may be required not only by students with a disability and/or special educational needs but by any student in the Upper School. Students are encouraged to seek advice about issues concerning their own learning and progress in the school. Sessions given by Elevate Education at various points of the year supplement the ongoing work of the department.

There are four teachers within the department who are experienced in supporting students in a range of subjects, in addition to the generic study skills that are vital to advanced level study. This is available by way of twice-weekly drop-in sessions, when any student can seek help and guidance. Students with specific Learning Difficulties may have timetabled Learning Development lessons when recommended by the Head of Learning Development.

Contact with the Head of Learning Development, Mrs Louise Stevenson, can be made by a visit to the department or via email. Lessons can also be arranged in the school, either during a study period or outside the timetable in the student’s free time.

PSHEe

AIMS

PSHEe education equips young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHEe education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. It has also been proven that there is a very close link between personal development and academic achievement.

Our PSHEe programme complements the school’s pastoral provision and academic curriculum and contributes to the fulfilment of the school’s ethos of providing students with a genuinely holistic education. An effective school ethos requires effective relationships between all members of the school community and the school’s policies to be compatible with what is taught in PSHEe education.

NATURE OF THE COURSE

Our PSHEe curriculum is based on the PSHEe Association’s Programme of Study.

LXX

The LXX will begin by reflecting on Risk which will include looking at sex and relationships, pornography, consent, safe driving, online safety, effects of alcohol and other drugs on mental health. Later in the year students will focus on the theme of Conflict which will include gender issues such as abusive relationships and violence against women, extremism and the impact of media.

XX

PSHEe for the XX is very much looking into the future, seeking to equip students with the information and skills necessary to ensure a smooth transition to university and enabling them to become useful citizens. Topics include student finance, food on a budget, medically moving on, the importance of the rule of Law, how Government functions, human rights and consumer rights. There will also be a selection of seminars to enable students to choose which issues they would like to explore in more depth.