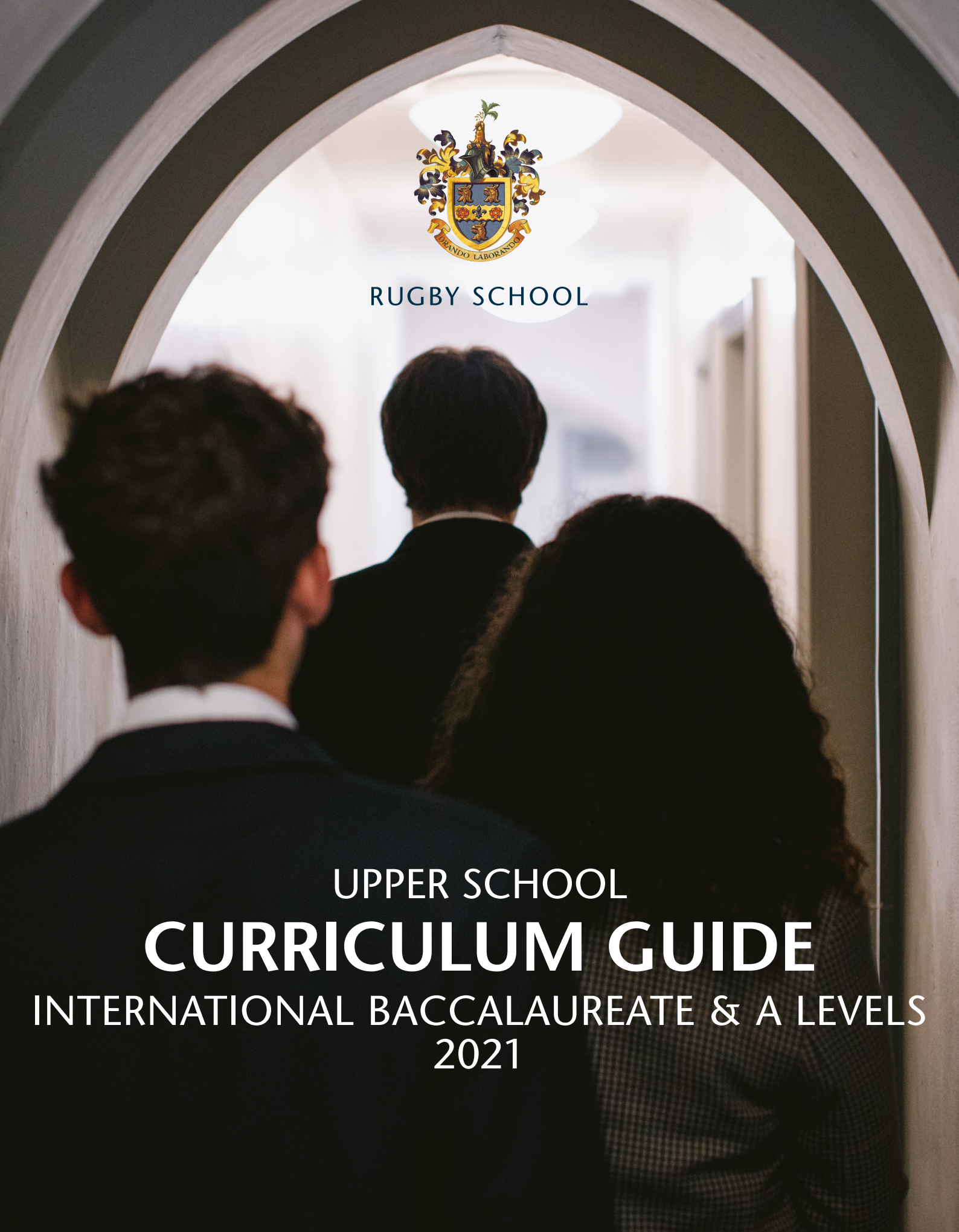

RUGBY SCHOOL

UPPER SCHOOL

CURRICULUM GUIDE

INTERNATIONAL BACCALAUREATE & A LEVELS

2021

CONTENTS

INTRODUCTION

The Upper School at Rugby allows students to immerse themselves in advanced study. Students enjoy the satisfaction of taking control over their chosen subjects and, in the process, begin to mould their futures.

We are delighted to offer two rigorous and highly respected routes. Students choose to study either the International Baccalaureate Diploma Programme (DP) or A Levels. The choice empowers students to take control of their learning, choosing the route which fits best with their academic interests and aspirations.

Whether DP or A Level, Upper School courses are academically demanding. Success requires a willingness to be scholarly and creative, curious and critical, determined and ambitious, to develop ideas independently and collaboratively. Departments strive to push students beyond their perceived limits, while those with an interest in and capacity for applying to the world's top universities will be supported and encouraged.

A wealth of societies and enrichment opportunities supplement the formal curriculum in all subjects and is available to all Upper School students. Academic study at Rugby happens firmly within the context of the wider school experience. As students develop over the course of the Upper School, through their lessons, enrichment, careers programme and Rugby 360 (community action and service programme), they will start to understand the place of their academic learning in the real world.

In the following pages, we have provided an overview of the International Baccalaureate Diploma Programme (DP) and of A Levels, followed by some advice on selecting subjects within each of these routes. Each of the academic departments have provided more detailed information on specific courses available. We hope you will find this a useful resource for planning your next step.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)

OVERVIEW

The IB diploma is a holistic and balanced curriculum. It seeks to develop broad and deep subject-specific knowledge and to expose students to a wide range of academic skills. It also equips students to think for themselves and to adopt a curious and open-minded approach to the world. In this respect, it is closely aligned with the Rugby School ethos of education. The IB Mission Statement and Learner Profile clearly establish the broader purpose of the diploma:

> *The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*
>
> *To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.*
>
> *These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

Students studying the DP take three subjects at Higher Level, three at Standard Level, and complete the IB Core. They choose one subject from each of the groups below:

Group 1: Studies in Language and Literature
Group 2: Language Acquisition
Group 3: Individuals and Societies
Group 4: Sciences
Group 5: Mathematics
Group 6: The Arts and Electives

Students may choose an arts subject from Group 6 or they may choose a second subject from groups 2, 3 or 4[1].

Higher Level subjects provide the opportunity to explore subjects in significant depth, while Standard Level subjects maintain breadth and ensure students develop skills and competencies that are crucial for future success. The option to take Standard or Higher Levels, the range of subjects offered in each group, opportunities to study languages ab initio (without prior knowledge), or to study Environmental Systems and Societies as either a Humanity or a Science, means that the IB diploma programme is highly flexible and allows a considerable degree of individualisation and choice.

THE CORE

The Core is part of what makes the DP stand out from other post-16 qualifications. All DP students must complete the Core and points are awarded for this element of the diploma. The Core comprises Creativity, Activity and Service (CAS), an Extended Essay on a subject of the student's choice, and Theory of Knowledge (TOK).

ASSESSMENT

A student must take and pass all elements of the diploma in order to be awarded the qualification. In total an IB diploma is scored out of 45 points. IB subjects are graded 1-7 (top) for both Standard and Higher level and a 3 further points are allocated for the Core. At Rugby, IB students will participate in 45 periods per fortnight of taught lessons. It is important to note that students are not expected to score 45 points in order to access the best universities; in fact the range of points required by universities is between 32 points and 42 points.

WHAT ARE THE ADVANTAGES OF THE IB DIPLOMA?

The DP is a holistic and student-centred approach to education. Students who take the IB diploma will become inquirers, developing habits of the mind and thoughtful action in a way that no other post-16 qualification requires.

The DP Core draws all the subjects together. The Theory of Knowledge (TOK) course encourages students to explore the nature of knowledge and how we make claims about what we know in various areas of knowledge. TOK provides a unique intellectual opportunity as students seek to understand the world from a range of perspectives. They may, for example, compare how knowledge comes to be accepted in Mathematics, Science and History. The Extended Essay engages students in the research process: developing a research question of personal intellectual interest, then investigating, considering and ultimately answering their question. Along the way, they develop formal academic research and writing skills that they will need for university as well as the critical thinking and discernment necessary for the world of work. CAS (Creativity, Activity, Service) encourages students to develop their social conscience, creating opportunities to act meaningfully to impact the world around them, as well as developing their creativity and keeping them to stay healthy in mind and body. The Core elements embody the values and approaches to education that lie at the heart of a Rugby School education.

[1] Students can also take two subjects from the Arts if they take Environmental Systems and Societies

By studying three Higher Level and three Standard Level subjects, students develop a broad range of academic and personal skills as well as rigorous knowledge. This foundation is of great benefit when students embark on degree courses but even more so when they enter the world of work. The flexibility of intellect, range of skills and habits of self-management acquired through IB study are exactly those required by 21st century employers.

WHO IS SUITED TO THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME?

The DP suits students who enjoy the experience of learning new things and who are open to a broad range of intellectual experiences. Students who are interested in careers that span human and technical competencies (e.g. medicine, management, finance, education, marketing, engineering), and/or who would like to keep developing a range of academic skills are well suited to the IB. Those who want to keep open a range of options for future careers and who embrace the challenge and joy of learning are well suited to the Diploma Programme.

The IB diploma programme is assessed in a variety of ways. Each subject has a coursework (Internal Assessment or IA) component and these take many forms, including essays, projects, portfolios, oral presentations and exhibitions. Completing coursework allows students to 'bank' between 15 and 25% of the grade. DP students take examinations in every subject (except Music, Visual Arts, Theatre) at the end of their two years of study.

WHAT DO UNIVERSITIES THINK OF THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME?

The DP is not only well known but sought after by universities across the world and in the UK. UK universities have welcomed it since the 1960s and are well versed in the IB and value the calibre of students who apply with the DP qualification. Prior to making the decision to offer the IB, we commissioned research into UK university attitudes towards the IB. We found that all of the universities that were contacted understood the qualification and valued what DP students bring to their tertiary study. A significant number of university tutors felt that IB students are better equipped to thrive at university than their A Level counterparts. This is supported by the experience of other schools who have been offering the DP for a long time, and with the advice we have been given by universities and careers consultants.

When it comes to US, Canadian and European universities, the IB is more suitable and better recognised than A Level qualifications. It fits very well with the higher educational ethos in those countries. We would recommend that any student interested in applying for the US, Canada or Europe for university opt for the IB.

A LEVELS

OVERVIEW

A Levels are stand-alone, subject-based qualifications and are the most commonly studied post-16 qualification in the UK. Each course is designed to promote a high level of knowledge and intellectual competence in that specific academic subject. A Levels seek to develop academic skills relevant to the specific subject studied.

At Rugby, students who opt for A Level must study three subjects unless they select Further Mathematics in addition to Mathematics. In that circumstance, students will be able to study four subjects (i.e. two Mathematics courses and two other subjects).

A Levels are graded on an A*-E scale. At Rugby, A Level students will participate in 42 periods per fortnight of taught lessons (49 for those students who take Further Mathematics).

WHAT ARE THE ADVANTAGES OF A LEVEL?

A Levels allow for a high degree of specialisation. Students who opt for A Level will be able to focus on a narrow range of academic subjects and will develop considerable depth of knowledge within them. A Level courses also allow students to develop and hone the skills relevant to the academic subjects they study.

Beyond the A Level courses, students have considerable freedom in regard to the enrichment options that they choose to engage with. All A Level students participate in the Rugby 360 programme and sports. They will be encouraged to engage with other opportunities such as joining societies and participating in music and drama. A Level qualifications are well known to UK employers and are highly valued as preparation for employment.

EXTENDED PROJECT QUALIFICATION

For students who choose A Level, there is the option to take an Extended Project Qualification (EPQ) on a topic of their choice. The EPQ supports the development of independent research skills and allows students to pursue their curiosity and personal academic interests.

WHO IS SUITED TO A LEVELS?

A Level courses suit students who have a clear area of academic focus and interest. Students who want to develop very specific skills in preparation for university and/or a career may wish to take A Levels. A set of three A Level courses allows a student to choose narrow, synergistic subjects, although they may choose disparate subjects if they prefer. There are no restrictions on the combination of subjects a student chooses to study at A Level. This freedom of choice allows students to avoid particular skill types or subjects that they do not enjoy.

A Level courses are assessed through linear examinations. Some have coursework components but this varies from one subject to another. The form that coursework and examinations take is dependent on the subject but reflects the skills important for that area of study. Students who prefer a limited range of assessment forms are likely to prefer the A Level assessment format.

Success at A Level requires a high level of organisational skill and a very high level of effort. A Level courses are difficult, and the top grades can only be achieved through a consistently curious and determined approach. Students taking A Level courses need to be prepared to engage in a considerable quantity of independent study outside lessons.

WHAT DO UNIVERSITIES THINK OF A LEVEL QUALIFICATIONS?

A Levels are the most common form of qualification for candidates applying to UK universities. Universities in the UK understand the qualification very well and will typically make offers on the basis of three A Level grades.

If a student intends to apply to UK universities for a Mathematics course then we recommend that they study A Levels including Mathematics and Further Mathematics. If a student intends to go on to higher education in the world of visual arts at UK institutions, then the option of studying two visual arts A Level courses is recommended.

When it comes to US, Canadian and European universities, A Levels are well recognised and it is possible to access global universities via A Levels. However, the IB is better suited to applications to university outside the UK.

CHOOSING SUBJECTS

When choosing subjects for Sixth Form study we recommend considering the following factors:

- Interest in the subject
- The subject's suitability for aspirations beyond the Sixth Form
- Aptitude for the subject.

We encourage students to be proactive when making their choices and encourage them to make the most of the support on offer from their subject teachers, HoDs, Hms, tutors, the Careers Department, and the Academic SMT.

The following pages provide detailed information about the course run by each academic department and we encourage students to read those they are interested in carefully. For subjects studied in the Middle School we also advise speaking to subject teachers to find out more about the courses in the Sixth Form and for those that are not, we provide taster sessions with opportunity to speak with those teachers too.

The Careers Department, in conjunction with the career consultancy, Morissby, provide subject advice in the context of further study and careers. A grid of essential subject combinations for particular university courses is available under the careers section of this guide.

We recommend at least a Grade 6 at I/GCSE in any subject taken at IB Higher Level or A Level and students will not normally be allowed to pursue a subject in which they have attained less than a grade 5. There are additional I/GCSE qualification requirements for some subjects at IB Higher Level or A Level, detailed in the subject pages that follow.

We aim to offer as great a choice of subjects as possible. If you would like to study a subject that is not currently offered, please make a comment to that effect on your subject choices form. We cannot promise that we will be able to make any adjustments, but we will give such requests careful thought. Equally, we cannot guarantee that we will be able to provide a subject listed in this guide if the number of students that choose it is too low.

N.B. Syllabus and Assessment details are indicative only at the time of publication and are subject to modification as a result of changes made by examination boards.

INTERNATIONAL BACCALAUREATE

CONTENTS

International Baccalaureate Subjects

IB DIPLOMA CORE

THEORY OF KNOWLEDGE

AIMS

Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It provides an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all IB diploma students. The overall aim is to encourage students to formulate answers to the question "How do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge and to hone their critical lens.

NATURE OF THE COURSE

The TOK course is composed almost entirely of questions with "How do we know?" being the most central of these. To structure the exploration of this question, the course has three distinct yet interconnected elements. First, the 'Core Theme' which is 'knowledge and the knower'. Throughout this study, students reflect on themselves as knowers and thinkers, and they consider the different communities of knowers to which they belong. The second element is 'Areas of Knowledge'. These are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods for establishing knowledge. The course sets out five areas of knowledge compulsory for study: history; the human sciences; the natural sciences; mathematics; and the arts. Finally, students study two 'Optional Themes'. These are diverse in their range and include topics like knowledge and language, knowledge and technology, and knowledge and indigenous societies. Students must therefore explore a range of areas of knowledge over the two years of the course.

ASSESSMENT

The Theory of Knowledge course is assessed through an essay of 1,600 words that is marked externally by the IB. Students are also expected to develop an exhibition based on three artefacts and to produce a written explanation of the insight those artefacts give into how knowledge is developed and understood. This explanation is marked by the teacher and moderated by the IB.

EXTENDED ESSAY

AIMS

The Extended Essay (EE) is designed to enable students to engage in independent research with intellectual initiative and rigour, develop research, thinking, self-management and communication skills, and to reflect on what they have learned throughout the research and writing process.

NATURE OF THE COURSE

The Extended Essay course involves three elements. First, the research process during which students will need to develop their question and the material necessary to answer it. The second element is the process of academic writing. Students write a 4,000 word essay in response to their question. They will need to learn about and use appropriate academic formatting. The final element is reflection. Students will be required to reflect on their progress throughout the process of producing their essay. They will also need to conclude the course with a 15-minute 'viva voce', during which they will discuss their essay and the process of producing it with their supervisor.

ASSESSMENT

The essay will be externally marked by the IB. In addition, the quality of reflections and 'viva voce' will form part of the overall mark the essay is awarded.

CREATIVITY, ACTIVITY, SERVICE

AIMS

The Creativity, Activity, Service (CAS) component of the IB diploma core aims to enable students to enjoy and find significance in a range of experiences; purposefully reflect upon those experiences; identify goals; develop strategies and determine further actions for personal growth; explore new possibilities; embrace new challenges and adapt to new roles; actively participate in planned, sustained and collaborative projects and understand they are members of local and global communities.

NATURE OF THE COURSE

The Creativity, Activity, Service aspect of the IB diploma core must be completed by all diploma candidates. It is organised around three strands: Creativity means exploring and extending ideas leading to an original or interpretive product or performance; Activity is about physical exertion contributing to a healthy lifestyle; and Service involves students in collaborative and reciprocal engagement with the community in response to an authentic need.

ASSESSMENT

Students are assessed through their portfolio. This is a record of their CAS experiences and reflections on those experiences. In addition, each student must complete a collaborative project that is linked to their CAS experiences. The portfolio and project are reviewed by the School and then by the IB.

GROUP 1:
STUDIES IN LANGUAGE & LITERATURE

ENGLISH LITERATURE: Tom Eyre-Maunsell
EMAIL: TEM@rugbyschool.net

GERMAN LITERATURE: Chris Brown
EMAIL: CMB@rugbyschool.net

LITERATURE & PERFORMANCE: Tim Coker
EMAIL: TDC@rugbyschool.net

ENGLISH LITERATURE
Standard & Higher Level

AIMS
To nurture curiosity and engagement with issues of global significance. Students are exposed to a broad range of texts, all of which provide a platform for students to reflect on culture, place and identity, and to develop the ability to articulate orally and in writing. The ethos of the Learner Profile is at its heart.

NATURE OF THE COURSE
The course is organised around three broad areas of exploration: 'Readers, Writers and Texts'; 'Time and Space' and 'Connecting Texts'. Core concepts (such as perspective, representation, culture and identity) are used to glue the texts together in ways that are conceptually meaningful and support students as they draw links across their texts. These concepts also relate to other areas of study within the Diploma Programme, such as TOK and CAS. Many of these concepts are explored in other subjects, allowing students to transfer their learning to other areas of interest.

The course is, by its very nature, a global diet of literature. In practice, that means an enormous variety of texts, curated by your teachers. You might look at *King Lear*, Coetzee's *Disgrace*, Chatwin's *In Patagonia*, Euripides' *Medea*, Soyinka's *Death and the King's Horseman*, but you are also likely to encounter living poets such as Kate Tempest and Carol Ann Duffy.

In the Trinity term of the LXX, all Literature students complete an oral exam, and in the Advent term of the XX, the Higher Level students complete coursework.

ASSESSMENT DETAILS

Standard Level:
- Individual Oral – 15 minutes
- Paper 1 (unseen commentary) – 1h15 mins
- Paper 2 (essay comparing two works studied) – 1h45 mins

Higher Level:
- Individual Oral – 15 minutes
- Paper 1 (unseen commentary) – 2h15 mins
- Paper 2 (essay comparing two works studied) – 1h45 mins
- Higher Level Essay (Coursework) – 1,500 words

GERMAN LITERATURE
Higher Level

AIMS
This course is aimed at native speakers of German*. The study of literary works in context is emphasised, and through the study of literature in translation, the student is challenged to reflect on the role of cultural assumptions in interpretation.

NATURE OF THE COURSE
Students will study a broad variety of literary works by some of the greatest authors past and present, spanning two continents, five countries and six centuries. Authors might include Goethe, Büchner, Dürrenmatt, Miller and Wharton. We will also study the works of more modern authors. All literary works will be read in German and classes are conducted entirely in German.**

Students will develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism. The study of these works will contribute to a broader and deeper awareness on the part of the student of the diverse perspectives that need to be entertained in order to achieve intercultural critical thinking and consciousness.

In the Trinity term of the LXX, all Literature students complete an oral exam, and in the Advent term of the XX the Higher Level students complete coursework.

ASSESSMENT DETAILS

Higher Level (at least 13 works):
- Individual Oral (15 minutes)
- Paper 1 Unseen Commentary (2h15mins)
- Paper 2 Comparative Essay (1h45mins)
- Internal Assessment: Higher Level Essay (1,500 words)

For further information, please CLICK HERE

**Native speakers of German could choose this course in conjunction with English A: Literature; in doing so they can achieve a bilingual IB Diploma.*

***Because of this, this course is not recommended for students learning German as a second language.*

LITERATURE & PERFORMANCE
Standard Level

AIMS
This exciting and creative course will suit students who are passionate about both literature and performance. You will develop skills in performance, creativity, critical thinking, problem solving, confidence and teamwork whilst engaging with a range of texts, performance styles and cultures.

The course aims to develop a student's ability to analyse and compare texts. Students will learn to express their understanding of texts in both written and oral formats. Students will have the opportunity to consider texts from a range of cultures, contexts and perspectives. Since this is an inter-disciplinary subject, the course also aims to enable students to develop their practical performance skills as well as their capability to evaluate performance. Uniquely, the course aims to help students learn how to transform both poetry and prose into dramatic forms.

NATURE OF THE COURSE
The course has three parts. Part 1 is the critical study of texts. This involves studying a range of literary texts identifying meaning and making viable interpretations analysing the effect of literary features. It also entails writing and speaking appropriately about literature. Part 2 is the exploration of the chosen approach to the text. This requires students to explore the performance potential of texts and generate ideas for transforming prose and poetry texts into dramatic form, then speaking and writing appropriately about those ideas. Part 3 is the realisation of texts in performance. Students are required to prepare pieces for performance and to perform scripted drama. They will also be involved in performing to an audience and analysing and evaluating performance through appropriate speech and writing.

ASSESSMENT DETAILS
- Paper 1: Prose and performance (1h30mins), focused on the dramatisation of a novel
- Paper 2: Poetry (1h30mins), a comparative essay
- Major playwrights in performance: A critical analysis of extracts from a play and a reflection on the student's staged interpretation (2,000 words)
- Internal assessment: A performance (5 minutes) and individual oral presentation (15 minutes) based on one or more poetry or prose texts. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

GROUP 2:
LANGUAGE ACQUISITION

CLASSICS: Alex Thomson
EMAIL: AELT@rugbyschool.net

AB INITIO LANGUAGES: Chris Brown
EMAIL: CMB@rugbyschool.net

FRENCH: Amanda Leamon
EMAIL: ACL@rugbyschool.net

GERMAN: Chris Brown
EMAIL: CMB@rugbyschool.net

ITALIAN: Beatrice Parolin
EMAIL: BP@rugbyschool.net

SPANISH: Colette O'Mahoney
EMAIL: CAO@rugbyschool.net

CLASSICAL GREEK
Standard & Higher Level

AIMS
IB Classical Greek challenges students to gain mastery of a complex and intricate language while studying the literature, history and politics of a culture that has shaped our own. The course seeks to unify the skill of translation and the appreciation of some of the most influential texts in world literature. The source-based module ensures that students are confronting and analysing the ancient evidence for themselves.

NATURE OF THE COURSE
The ability to understand and translate complex passages of Greek text is at the core of the syllabus. Students are also required to analyse and draw conclusions from prescribed passages of ancient literature. The IB syllabus foregrounds an appreciation of culture and context and requires this to be included in extended writing more formally. Students complete a source-based research dossier, which allows them to explore an area of the Greek world that really appeals to them.

ASSESSMENT DETAILS
- Paper 1 (Unseen Translation) – 1h30 mins (Higher Level) / 1h15 mins (Standard Level)
- Paper 2 (Literature) – 2h (Higher Level) / 1h30 mins (Standard Level)
- Research Dossier – internally assessed

LATIN
Standard & Higher Level

AIMS
The study of IB Latin develops real linguistic expertise alongside the opportunity to study the literature, history and politics of a culture that has shaped our own. The course seeks to unify the skill of translation and the appreciation of some of the most influential texts in world literature. The source-based module ensures that students are confronting and analysing the ancient evidence for themselves.

NATURE OF THE COURSE
The ability to understand and translate complex passages of Latin text is at the core of the syllabus. Students are also required to analyse and draw conclusions from prescribed passages of ancient literature. The IB syllabus foregrounds an appreciation of culture and context and requires this to be included in extended writing more formally. Students complete a source-based research dossier, which allows them to explore an area of the Roman world that really appeals to them.

ASSESSMENT DETAILS
- Paper 1 (Unseen Translation) – 1 hour 30 minutes (Higher Level) / 1 hour 15 minutes (Standard Level)
- Paper 2 (Literature) – 2 hours (Higher Level) / 1 hour 30 minutes (Standard Level)
- Research Dossier – internally assessed

AB INITIO LANGUAGES: GERMAN, ITALIAN & MANDARIN CHINESE

Standard Level

AIMS

This is a course that is designed for students with no prior experience of learning the target language.* You will gain the skills to communicate effectively in the target language in a variety of everyday situations. Students will focus on the acquisition and use of language in a variety of contexts and for different purposes, while at the same time gaining a greater understanding of the culture in which the language is spoken.

NATURE OF THE COURSE

The language ab initio syllabus is organised into five prescribed themes: identities; experiences; human ingenuity; social organisation; and sharing the planet. Students will cover a range of topics relevant to young people today, including personal relationships, eating and drinking, holidays, festivals and celebrations, social issues and the environment. Basic grammar will also be learnt as outlined in the language-specific syllabus for your course.

In a limited range of situations, students will be able to:

- Communicate information and some basic ideas clearly and effectively.
- Understand and use accurately the essential and written forms of the language.
- Use a register that is generally appropriate to the situation.
- Show an awareness of some elements of the culture relating to the language.

ASSESSMENT DETAILS

There are two externally assessed papers:

- Paper 1 (1h) – Writing (30 marks). Two written tasks of 70-150 words, each from a choice of three tasks, choosing a text type for each task.
- Paper 2 (1h45 mins) – listening (25 marks) and reading (40 marks). Three listening comprehensions and three reading comprehensions drawn from all five themes.

There is one internally assessed component:

- Individual oral assessment (7-10 mins, 30 marks). A conversation with the teacher, based on a visual stimulus and at least one additional course theme.

**Please note that Ab Initio courses are only offered to complete beginners in the language, or students who have studied the language only, to KS3 level.*

MODERN LANGUAGES: FRENCH, SPANISH, ITALIAN & GERMAN

Standard & Higher Level

AIMS

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understanding of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

The Higher and Standard Level language courses are designed for students who wish to further develop their knowledge and understanding of a language they have studied previously to KS4/GCSE level. Higher Level is for students who wish to develop their language skills in greater depth and to a greater level of sophistication.*

NATURE OF THE COURSE

The syllabus is organised into five prescribed themes: identities; experiences; human ingenuity; social organisation; and sharing the planet. Students will cover a range of topics relevant to young people today, including personal relationships, eating and drinking, holidays, festivals and celebrations, social issues and the environment. Knowledge of vocabulary and grammar is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, Language B students must study authentic texts that explore the culture(s) of the target language. The distinction between Language B Standard Level and Higher Level can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. In addition, at Higher Level the study of two literary works is required.

ASSESSMENT DETAILS

There are two externally assessed papers:

- Paper 1: Productive skills - writing. One writing task from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions (25%).
- Paper 2: Receptive skills – listening and reading. Three listening comprehensions and three reading comprehensions drawn from all five themes (50%).

There is one internally assessed component:

- Individual oral assessment. A conversation with the teacher, based on a visual stimulus (Standard Level) or an extract from one of the literary works studied in class (Higher Level), followed by a discussion of one or more additional course themes (25%).

**Please note that these courses are not designed for native or semi-native speakers of the language, i.e. students who have been to school in a country where the language is spoken and who already have the ability to communicate confidently and proficiently in that language.*

GROUP 3:
INDIVIDUALS & SOCIETIES

ECONOMICS: Helen McPherson
EMAIL: HLM@rugbyschool.net

GEOGRAPHY: Raj Ghosh
EMAIL: RG@rugbyschool.net

ENVIRONMENTAL SYSTEMS & SOCIETIES: Raj Ghosh & Leanne Milner
RG@rugbyschool.net & LEM@rugbyschool.net

HISTORY: Tim Guard
EMAIL: TDG@rugbyschool.net

PHILOSOPHY: Pollyanna Hollebon
EMAIL: PHO@rugbyschool.net

GLOBAL POLITICS: Paul Teeton
EMAIL: PTE@rugbyschool.net

PSYCHOLOGY: Brenda Green
EMIAL: BG@rugbyschool.net

ECONOMICS
Standard & Higher Level

AIMS
The fundamental aim of the Economics course is to enable students to develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application, develop an appreciation of the impact on individuals and societies of economic interactions between nations, and develop an awareness of development issues facing nations as they undergo the process of change. The study of Economics helps to develop a critical and analytical mind that challenges any preconceived notions regarding how the economy works.

NATURE OF THE COURSE
The study of Economics is about dealing with scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention. The integrated subtopics of Economics of the environment and Economics of inequality and poverty help to bring to light the main global challenges facing the planet today and how these can be addressed. Students explicitly learn thinking and research skills such as comprehension, text analysis, transfer and use of primary sources. Teachers emphasise the importance of inquiry, concepts, content and contexts and their interrelationships with each other to allow for a deeper and more integrated understanding of Economics as a discipline.

The Economics course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are applied to real-world issues. Some of the profoundly important questions students will be asked include: Does China threaten or improve our standard of living? Will India's style of growth reduce poverty quickly enough? Is the discovery of oil a good thing? Why is Zimbabwe economically shrinking? Do the World Bank and the WTO represent the global community?

ASSESSMENT DETAILS
- Paper 1 (1h15 mins). An extended response paper drawing upon concepts from the entire syllabus.
- Paper 2 (1h45 mins). A data response paper drawing upon concepts from the entire syllabus to include some quantitative questions.
- The Portfolio: (three commentaries), based on different units of the syllabus and on published extracts from the news media.

Higher Level only:
- Paper 3 (1h45 mins). A policy paper drawing upon concepts from the entire syllabus including both quantitative and qualitative questions. Students answer two compulsory questions.

GEOGRAPHY

Standard & Higher Level

AIMS

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. The course aims to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography aims to describe and explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes. Within individuals and societies subjects, Geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences.

NATURE OF THE COURSE

The Geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. The course takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

All students study the Core Topics of Population Distribution, Global Climate and Global Resource Consumption. All students also study Option Topics on Freshwater and Geophysical Hazards. They will all complete a fieldwork study. Higher Level students will study the additional Food and Health topic as well as the Core Extension topics: Power, Places and Networks; Human Development and Diversity; and Global Risks and Resilience.

ASSESSMENT DETAILS

- Paper 1 Options: 1h30 mins (Standard Level) or 2h15 mins (Higher Level)
- Paper 2 Core: 1h15
- Internal Assessment

Higher Level only:

- Paper 3 Core extension: 1h

HISTORY

Standard & Higher Level

AIMS

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. A world history course, with heavy emphasis on the 20th century, the Rugby IB diploma course is based on a comparative and multi-perspective approach. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

In the classroom emphasis is placed on seminar-style discussion and presentation. A premium is placed on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. All sets are taught by experts in their particular field, but students are expected to carry out their own extensive research based on specialist reading, library research and intelligent use of podcast and internet sources. The periods on offer may vary according to staff availability and interests and the following is based on anticipated interests of IB historians.

NATURE OF THE COURSE

The History course covers a wide spectrum of world history. All students study the Prescribed Subject, Rights and Protest. This compares and contrasts the Civil Rights Movement in the USA (1954-65) and Apartheid South Africa (1948-64). Students also study World History topics. First, they study Independence Movements (1800-2000) considering Kenyatta and Kenya along with Ho Chi Minh and Vietnam. Second, they investigate the Cold War, including Rivalry, Mistrust and Accord (1943-1991)and the roles of Nixon and Ho Chi Minh. All students carry out an Independent Investigation (coursework).

Higher Level Students carry out a further Regional Study of America (1930-1980), which includes the impact of World War II, the Cold War, and Civil Rights in the USA after 1945.

ASSESSMENT DETAILS

- Paper 1: 60 mins – 30% at Standard Level; 20% at Higher Level
- Paper 2: 90 mins – 45% at Standard Level; 25% at Higher Level
- Paper 3: 150 mins – 35% at Higher Level only
- Independent Investigation: all students complete a historical investigation into a historical topic of their choice – 25% at Standard Level; 20% at Higher Level

PHILOSOPHY
Standard & Higher Level

AIMS
What does it mean to be human? What is the correct thing to do in an ethically ambiguous situation? What is the impact of belief in God on the world? The aim of Philosophy IB is to profoundly study and critically engage with the biggest questions that are at the heart of humanity. You will engage with the ideas of famous thinkers and use their concepts to develop your own philosophical outlook of the world. Philosophy IB has an emphasis on 'doing philosophy' and in this sense the course is both intellectually stimulating and profoundly critical; there is an expectation on students to practise philosophy in a tangible way using the skills gathered during the course.

NATURE OF THE COURSE
The Philosophy IB is an extensive, yet accessible, introduction to the many aspects of Philosophy. The main topics covered are:
- Being Human
- Ethics
- Philosophy of Religion
- Set Text

The core theme 'Being Human' is studied by all Philosophy students. It engages with ideas such as whether humans possess free will, what it means to have a personal identity, and the notion of humanity as rational or irrational beings. The optional topic studied by both Higher and Standard Level is 'Ethics'. This topic overlaps into the realities of life and asks students to consider whether there is a way to perfect the art of ethical decision making. Students will have the opportunity to study famous thinkers and then apply these ideas to modern-day relevant situations, such as biomedical ethics and environmental ethics. For students who opt for Higher Level they also get to study 'Philosophy of Religion' which considers philosophical arguments for the existence of God. It allows students to engage with ideas such as whether the existence of a higher being can be proved through reasoning and experience or whether religion is nothing more than a social phenomenon.

All students have a chance to engage with a set philosophical text and write their own internal assessment which is a great foundation to university life. The set text, Peter Singer's *The Life you can Save*, links beautifully with ethics and allows students to consider the feasibility of ending world poverty. Higher Level students are also able to engage with an extension task that asks them to explore what it means to practise and 'do philosophy'.

ASSESSMENT DETAILS
For both Standard and Higher Level students:

Internal assessment: Students choose a non-philosophical stimulus (such as a song, picture or poem) and critically engage with an area of philosophy that relates to the chosen stimulus. (Standard Level 25% or Higher Level 20%).

- Paper 1: Students have one question on the core theme and then either one question (for Standard Level) or two questions (Higher Level) which cover the optional themes. (Standard Level 50% or Higher Level 40%).
- Paper 2: Two questions asked on the set text studied in class. (Standard Level 25% or Higher Level 20%).

For Higher Level only assessment:
- Paper 3: Students are given an unseen text and write an essay that engages both with the text and with their experience of 'doing philosophy' (Higher Level 20%).

GLOBAL POLITICS
Standard & Higher Level

AIMS
The aims of the Global Politics course at Standard Level and Higher Level are to enable students to: understand key political concepts and contemporary political issues in a range of contexts; develop an understanding of the local, national, international and global dimensions of political activity; understand, appreciate and critically engage with a variety of perspectives and approaches in global politics; appreciate the complex and interconnected nature of many political issues and develop the capacity to interpret competing and contestable claims regarding those issues.

NATURE OF THE COURSE
The course requires students to think critically about a range of perspectives and approaches to politics in order to understand the challenges of the changing world, and to become active global citizens. Students address political concepts such as power, equality, sustainability and peace. They will engage with local, national and global dimensions of political activity. The course engages students in grounding abstract political concepts in real-world examples. The course includes Core Topics: Power, Sovereignty and International Relations; Human Rights; Development; and Peace and Conflict. Higher Level students also study an extension element that addresses Global Political Challenges.

ASSESSMENT DETAILS
- Paper 1: A stimulus paper on one of the core themes (1hr15 mins).
- Paper 2: Extended Response Questions on the four Core themes (2h45 mins for Higher Level and 1h45 mins for Standard Level).
- Internal Assessment: Engagement Activity (2000 words).

Higher Level only:
- Internal Assessment: Global Political Challenges Presentation (two 10-minute Video Presentations).

PSYCHOLOGY

Standard Level

AIMS

The Psychology course aims to provide a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others. The course enables students to develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour and apply that understanding. They should understand diverse methods of inquiry and the importance of ethical practice in psychological research in general. Furthermore, they will develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

NATURE OF THE COURSE

The Psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. These approaches will be studied through areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. Students will be required to employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. They will consider the various approaches to research and be expected to critically reflect on the evidence. Students will design, implement, analyse and evaluate their own investigations.

ASSESSMENT DETAILS

- Paper 1: Questions relating to Approaches to Psychology (2h)
- Paper 2: A question relating to The Applied Psychology Options (1h)
- Internal Assessment: Experimental Study (externally moderated)

ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS)

Transdisciplinary Subject Groups 3 & 4

Standard Level

AIMS

ESS is designed to combine the methodology, techniques and knowledge associated with Sciences with those associated with Individuals and Societies. Because it is an interdisciplinary course, students can study ESS and have it count as either a Group 3 or a Group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group.

As a result of studying this course, students will become equipped with the ability to recognise and evaluate the impact of our complex system of societies on the natural world. The course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues.

NATURE OF THE COURSE

ESS involves the scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. Topics studied include: Foundations of Environmental Systems and Societies; Ecosystems and Ecology; Biodiversity and Conservation; Water and Aquatic Food Production Systems and Societies; Soil Systems and Terrestrial Food Production Systems and Societies; Atmospheric Systems and Societies; Climate Change and Energy Production; and Human Systems and Resource Use.

ASSESSMENT DETAILS

- Paper 1: Data Analysis of an Unseen Case Study (1h)
- Paper 2: Data Based Questions and Essays drawn from the ESS topics (2h)
- Internal Assessment

GROUP 4:
SCIENCES

COMPUTER SCIENCE: Ilia Kurgansky
EMAIL: IK@rugbyschool.net

DESIGN TECHNOLOGY: Ben Welch
EMAIL: BJW@rugbyschool.net

BIOLOGY: Dee Tchakhotine
EMAIL: DJT@rugbyschool.net

CHEMISTRY: Stephen Belding
EMAIL: SRB@rugbyschool.net

PHYSICS: Richard Parker
EMAIL: RP2@rugbyschool.net

SPORTS, EXERCISE & HEALTH SCIENCE: Ellie Watton
EMAIL: EMW@rugbyschool.net

COMPUTER SCIENCE
Standard & Higher Level

AIMS
The Computer Science course aims to enable students to: design, model and implement solutions to global and local problems; acquire and apply a body of knowledge and techniques that characterise Computer Science; develop an appreciation of the possibilities and limitations of Computer Science; develop a willingness and resilience to approach unfamiliar situations and real-world problems; develop the ability to evaluate the impact of emerging technologies on a range of stakeholders; understand Computer Science as an iterative and creative process; develop awareness and understanding of environmental, economic, cultural, ethical and social impact of computational solutions; develop solutions to meet the requirements of clients, users and systems; develop a critical awareness and understanding of threats to computer systems and their counter-measures; communicate knowledge and ideas effectively; abstract a problem to solve; reuse code to develop new solutions; and develop reusable code.

NATURE OF THE COURSE
Students at Standard Level will cover four core topics: System Fundamentals, Computer Organisation, Networks and Computational Thinking.

Higher Level students will cover the core topic with an addition of the following three extension topics: Abstract data structures, Resource management and Control. There is also an additional case study, unique each year, that will be covered by Higher Level students.

In addition to the compulsory material, the students also cover an option chosen by the department: Modelling and simulation.

ASSESSMENT DETAILS
Standard Level external assessment:
- Paper 1 – 1h30 mins for the compulsory core content
- Paper 2 – 1h for the option content

Higher Level external assessment:
- Paper 1 – 2h10 mins for the compulsory core and extension content
- Paper 2 – 1h20 mins for the option content
- Paper 3 – 1h for questions related to the case study for this year.

Both Standard Level and Higher Level students also write an Internal Assessment exploration, which contributes 20%-30% of the total marks for the course.

DESIGN TECHNOLOGY

Standard & Higher Level

AIMS

The IB Design and Technology course is all about developing an appreciation of how the world functions through the use of products. Students must be curious and willing to think both creatively and critically about how and why design decisions are made. They will empathise with both users and designers from around the globe. A foundation of knowledge covering materials, manufacturing processes and the design cycle are all developed as well as sketching and making.

NATURE OF THE COURSE

The course is built around practical projects, with initial focus on developing manufacturing skills, visual communication and wider design appreciation. Further workshop time is used in preparation for the Design Project, where students will follow the design cycle to solve a problem of their choosing. There are opportunities to examine contemporary topics such as sustainable design and the human user. At Higher Level, students will explore modern commercial manufacturing, marketing and the role of emotion in Design. No previous Design and Technology knowledge is assumed.

ASSESSMENT DETAILS

At Standard Level, there are two papers and the Design Project:

- Paper 1 - a multiple choice paper on the core syllabus (30%)
- Paper 2 - a data-based question and several short answer questions covering the core syllabus (30%)
- Internal Assessment - Design Project (40%)

Higher Level only:

At Higher Level, there are three papers and the Design Project:

- Paper 1 - a multiple choice paper on the core syllabus (20%)
- Paper 2 - a data-based question and several short answer questions covering the core syllabus (20%)
- Paper 3 - three structured questions based on the Higher Level material (20%)
- Internal Assessment - Design Project (40%)

BIOLOGY

Standard & Higher Level

AIMS

The IB Biology course aims to provide the theoretical foundations for students to pursue the subject at university. Through a combination of self-study, practical work, discussion, project work and teacher-led lessons, the course aims to enable students to develop the following skills: appreciate scientific study and creativity within a global context through stimulating and challenging opportunities; acquire, apply and use a body of knowledge, methods and techniques that characterise science and technology; develop an ability to analyse, evaluate and synthesise scientific information; develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities; develop experimental and investigative scientific skills including the use of current technologies; develop and apply 21st-century communication skills in the study of science; become critically aware, as global citizens, of the ethical implications of using science and technology; develop an appreciation of the possibilities and limitations of science and technology; develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

NATURE OF THE COURSE

The IB Biology course will be taught over two years and can be taken at either Higher or Standard Level. The course is divided into seven sections: Cell Biology, Human Physiology, Plant Biology*, Ecology, Biochemistry, Molecular Genetics, Inheritance and Evolution.

With the exception of Plant Biology, the topics in Standard and Higher Levels are broadly the same but more detail is required at Higher level. Practical work is an integral part of the two-year course with a minimum of seven core practicals that help to build the skills required for the internal assessment.

The internal assessment will be completed as part of a residential field trip with a likely student choice between a UK-based 3-day trip or a 6-day trip to Tenerife.

ASSESSMENT DETAILS

At both Standard Level and Higher Level, students will be assessed internally and externally.

1. Three written papers:
   - Paper 1: weighting: 20% (both Standard Level and Higher Level)
   - Paper 2: weighting: 40% (Standard Level) and 36% (Higher Level)
   - Paper 3: weighting: 20% (Standard Level) and 24% (Higher Level)

2. Individual Investigation: weighting: 20% (both Standard Level and Higher Level)

*Higher Level only

CHEMISTRY
Standard & Higher Level*

AIMS
Chemistry is the study of all substances and how they change. As the central science, Chemistry is underlined by a dynamic range of skills; in particular, the ability to apply knowledge; analyse information and evaluate results. As the course progresses, our students develop a propensity to think critically, clearly and on their feet. Ultimately, the Department aims to produce a generation of open-minded inquirers who are able to apply a range of ideas in exciting new situations.

NATURE OF THE COURSE
The Chemistry course is divided into three parts: Organic Chemistry is the study of carbon containing molecules, particularly biological molecules; Physical Chemistry involves the application of mathematical skills to chemical contexts; Inorganic Chemistry is the holistic study of the periodic table. Quantum mechanics is used to explain trends and predict properties.

ASSESSMENT DETAILS
At both Standard Level and Higher Level, students are assessed in four ways:

- Three written papers:
  Paper 1: 20%
  Paper 2: 40% (Standard Level) and 36% (Higher Level)
  Paper 3: 20% (Standard Level) and 24% (Higher Level)
- Individual Investigation: 20%
- Group 4 project: a 10-hour interdisciplinary activity; students from different Group 4 subjects analyse a common topic (internally assessed)
- Class practical work (internally assessed).

*For Higher Level, a GCSE Grade 8 in Mathematics is required

PHYSICS
Standard & Higher Level*

AIMS
Physics is an inquiry into the nature of the universe from the smallest to the largest scale: it is about unravelling its complexities to discover what it is made of and how it works.

The course is challenging and mathematical with a strong emphasis on the development of fundamental concepts. Year 2 of the Higher Level course will bring you to the threshold of current understanding and research in the field.

The course will also explore possible contributions of physics to solving global problems such as energy production, environmental protection, global warming and public health, which are essential and have an enormous impact on our society.

NATURE OF THE COURSE
The Physics course constitutes a core that is taught to both Higher and Standard Level students. As part of the core students will address eight topics: Measurements and Uncertainties; Mechanics; Thermal Physics; Waves; Electricity and Magnetism; Circular Motion and Gravitation; Atomic, Nuclear and Particle Physics, and Energy Production. Higher Level Students will also cover additional topics including: Wave Phenomena; Fields; Electromagnetic Induction; and Quantum and Nuclear Physics. They will also cover an engineering topic. Within these topics, students will be expected to demonstrate knowledge and understanding of core principles, apply their understanding to a range of contexts, formulate hypotheses and research questions, and demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

ASSESSMENT DETAILS
- Internal Assessment component: 10 hours (moderated externally) for Higher and Standard Level
- Paper 1: Multiple Choice on the Core Topics, Standard Level (45 mins) and Higher Level (1h)
- Paper 2: Questions on the Core for Standard Level (1h15), with the addition of the Advanced Higher Level Topic for Higher Level (2h15)
- Paper 3: Data and Practical Questions, Standard Level (1h) and Higher Level (1h15)

*For Higher Level, a GCSE Grade 8 in Mathematics is required

SPORTS, EXERCISE & HEALTH SCIENCE

Standard & Higher Level

AIMS

The Sport, Exercise and Health course aims to provide stimulating and challenging opportunities for scientific study within a global sporting context. The course enables students to apply knowledge, methods and techniques that characterise science and technology. Students who complete this course develop an ability to analyse and evaluate scientific information, whilst also developing their use of information and communication technology skills.

The course aims to raise students' awareness of the moral, ethical, social and economic implications of using science and technology in sport. It aims to create an awareness of effective collaboration and communication, whilst equipping students with an appreciation of the possibilities and limitations associated with sports science. In addition, the programme of study encourages students to develop an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

NATURE OF THE COURSE

The course involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy, physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and optional topics, and carry out practical (experimental) investigations in both laboratory and field settings. Both Higher and Standard Level students study a Core set of topics.

ASSESSMENT DETAILS

- Paper 1 (20%): Multiple choice paper on all topics studied, Standard Level (45mins) and Higher Level (1h)
- Paper 2 (35%): Short and extended answer questions with data analysis on all topics studies, Standard Level (1h15) and Higher Level (2h45)
- Paper 3 (25%): Short answer questions on the Option topics, Standard Level (1h), with additional extended answer questions for Higher Level (1h15)
- Internal assessment (20%) – Individual coursework investigation (10h)

GROUP 5:
MATHEMATICS

MATHEMATICS: Nicholas Jones
EMAIL: NJ1@rugbyschool.net

MATHEMATICS
Standard & Higher Level*

AIMS
The IB Maths courses in general will build on the skills at the top of the IGCSE course. The subject will allow students to: develop mathematical knowledge, concepts and principles; develop logical, critical and creative thinking; employ and refine their powers of abstraction and generalisation. The mathematics department aims to develop a love of the subject as well as encouraging students to see the links between topic areas and with other subjects. This should help them to develop the skills needed to continue their mathematical growth in other learning environments.

NATURE OF THE COURSE
Individual students have different needs, aspirations, interests and abilities. For this reason there are two different Diploma Programme subjects in Mathematics:

- Mathematics: analysis and approaches
- Mathematics: applications and interpretation

Both courses are offered at Standard Level and Higher Level. Students will need to select one of the four options.

Mathematics: analysis and approaches (Higher Level and Standard Level)
The course focuses on the more traditional elements of mathematics with a strong emphasis on algebraic skills and calculus, amongst other topics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Students will develop further the ability to construct, communicate and justify correct mathematical arguments.

Mathematics: applications and interpretation (Higher Level and Standard Level)
Compared to the analysis and approaches course there is a greater emphasis on using results and interpreting their meaning, rather than the computation of carrying them out. The applications and interpretation course recognises the increasing role that mathematic plays in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalisations, with a focus on using technology.

ASSESSMENT DETAILS
ANALYSIS AND APPROACHES
- Standard Level: two examinations, 1.5h (non-calculator), 1.5h and an Internal Assessment
- Higher Level: three Examinations, 2h (non-calculator), 2h and 1h and an Internal Assessment

APPLICATIONS AND INTERPRETATION
- Standard Level: two examinations 1.5h each and an Internal Assessment
- Higher Level: three examinations, 2h, 2h and 1h and an Internal Assessment

*For Higher Level, a GCSE Grade 8 in Mathematics is required

GROUP 6:
THE ARTS & ELECTIVES

VISUAL ARTS: Joseph Ryan
EMAIL: JR1@rugbyschool.net

MUSIC: James Williams
EMAIL: JAW@rugbyschool.net

THEATRE: Tim Coker
EMAIL: TDC@rugbyschool.net

VISUAL ARTS
Standard & Higher Level

AIMS
The Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

NATURE OF THE COURSE
The following three core areas, which have been designed to fully interlink with the assessment tasks, are central to the course. Students are required to understand the relationship between these areas and how each area informs and impacts their work in visual arts.

Visual Arts in Context involves exploring perspectives, theories and cultures that inform and influence visual arts practice. Visual Arts Methods addresses ways of making art work through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods. Communicating Visual Arts is about investigating, understanding and applying the processes involved in selecting work for exhibition and public display.

ASSESSMENT DETAILS
Students at both Higher Level and Standard Level complete:

- Comparative Study that considers and compares art from different cultures.
- A Process Portfolio to demonstrate their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.
- An exhibition of their completed work along with a curatorial rationale. The exhibition is internally assessed and moderated by the IB.

Higher Level students are expected to demonstrate a greater volume of work with greater breadth and depth in all three of the assessments.

MUSIC
Standard & Higher Level

AIMS
Students will discover diverse and unfamiliar music, musical genres and styles. The four areas of inquiry provide a practical framework to encourage this diversity:

- music for sociocultural and political expression
- music for listening and performance
- music for dramatic impact movement and entertainment
- music technology in the electronic and digital age.

These will be studied in personal, local and global contexts in a range of coursework activities.

NATURE OF THE COURSE
Music is an essential part of the human experience and a unique mode of creativity, expression and communication. Music is both functional and meaningful, and its vitality and complexity enrich our lives. Though music is rooted in specific societies and cultures, it also transcends and often connects them. Music not only offers a way of understanding the world, but also a means by which we can express and share our understanding of it with others.

In this course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship. Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realising and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. Students fulfil roles as researcher, creator and performer; experimenting, exploring and presenting music through each role.

ASSESSMENT DETAILS
The assessment is based entirely on coursework.

Exploring Music in Context	External assessment	30% Standard Level	20% Higher Level
Experimenting with Music	Internal assessment	30% Standard Level	20% Higher Level
Presenting Music	External assessment	40% Standard Level	30% Higher Level
The contemporary music maker (Higher Level only)	Internal assessment		30% Higher Level

Higher Level:
The greater breadth and depth required for Higher Level is reflected through an additional assessment task. This task requires Higher Level students to demonstrate knowledge and understanding by formulating and communicating intentions for a project that is based on:

- real-life practices of music-making
- their experiences as developing musicians in this course
- their collaboration with other students.

Students may, for example, explore unfamiliar performance venues, consider virtual spaces for music-making or collaborate with peers, such as other performers, dancers, film-makers, thespians or sound engineers. Working with real-life practices means that the students engage in the realities faced by the musicians in contemporary music-making. This includes musical aspects, such as composing, performing and production, as well as non-musical aspects, such as logistical planning, managing the process, collaboration, and so on. This project is presented in the form of a multimedia presentation.

THEATRE
Higher Level

AIMS
The course aims to develop students' understanding of making theatre by focusing on techniques and methods through a combination of performance, presentation, demonstration and written expression. Students are expected to come to understand theatre in the real-world context in which it was created. They will develop skills of collaboration, research, experimentation, analysis and synthesis. They communicate their learning through action, staging, project planning, workshops, presentations, physical demonstrations, oral, visual and written expression.

NATURE OF THE COURSE
Students are required to investigate the core syllabus areas from the perspectives of creator, designer, director, performer and spectator through: creating theatre based on theatre theory; working with play texts; examining world theatre traditions and performance practices; collaboratively creating original theatre.

Students will also need to explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context). They will understand and engage in the processes of transforming ideas into action (theatre processes), develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre), and understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

Students are required to maintain a theatre journal. This is the student's own record of their two years of study and records their development. The content of the journal should focus specifically on an analysis of learning experiences. Although elements of the journal may be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course, developing the student's ability to record, research, process and reflect – skills that are required in all assessment tasks.

ASSESSMENT DETAILS
- Solo Theatre Piece: a 3,000 word report on a theatre theorist, an unedited 4-8 minute video of a solo theatre piece linked to that theory, a bibliography of sources.
- Director's Notebook: A Director's Notebook (20 pages) commenting on a performance students have staged, including a presentation of their final directorial intentions, the impact of these on the audience, and a bibliography of sources.
- World Theatre Research Presentation: plan and deliver a presentation to their peers (15 minutes unedited video recording) in which students physically demonstrate their research into a convention of theatre tradition, along with a bibliography of sources.
- Collaborative Project: students collaborate to create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience. This includes a Process Portfolio, a video recording and a bibliography of sources.

A LEVELS

CONTENTS

THE DESIGN CENTRE

FINE ART

3D PRODUCT DESIGN

GRAPHIC COMMUNICATION

PHOTOGRAPHY

TEXTILE DESIGN

HEAD OF DESIGN TECHNOLOGY: Ben Welch
EMAIL: BJW@rugbyschool.net

HEAD OF ART: Joseph Ryan
EMAIL: JR1@rugbyschool.net

THE DESIGN CENTRE

AIMS

Students entering the Sixth Form at Rugby to study a creative subject will follow the highly flexible A Level 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.

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, dyeing, 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
Examination Board Art and Design A Level: EDEXCEL CLICK HERE

This course is made up of two components culminating in an exam:

- Component 1: Coursework Portfolio – 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 1 also includes a written investigation into an aspect of Art and Design that is of interest to the candidate.
- Component 2: Examination – an independent project is started from a word or phrase released by the examination board. This component comprises eight weeks of preparatory work and a 15-hour exam which takes place over the course of three days.

BEYOND SIXTH FORM
The A Level 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 nature of the two-year course makes A Level 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, Art History 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 to 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 on to 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.

CLASSICS

HEAD OF CLASSICS: Alex Thomson
EMAIL: AELT@rugbyschool.net

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 ancient societies. The modules offered give students the opportunity to study diverse classical topics and sources. This course would suit a student who enjoys literature and history, and will focus on historical and cultural background as much as the literature and material objects themselves. The course does not require any prior knowledge of Classics, but an intellectual curiosity about our cultural heritage is essential.

NATURE OF THE COURSE
The study of Classical Civilisation involves three distinct modules:

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 their 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 discover the nature of Greek theatre, studying artefacts together with 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 the creation of Greek religion, or the birth and early functioning of democracy. The Greek religion module involves an exploration of ancient ideas of divinity and the role this played in everyday life, and indeed in literature. Democracy and the Athenians provides the opportunity to study the political system that underpins Western society, and to examine contemporary and modern critiques of its functions.

ASSESSMENT DETAILS
Examination board: OCR Classical Civilisation – H408 CLICK HERE

- The World of the Hero: Homer's *Iliad* and Virgil's *Aeneid* – 2 hours 20 minutes
- Culture and Arts: Greek theatre – 1 hour 45 minutes
- Beliefs and Ideas: Greek religion or Democracy and the Athenians – 1 hour 45 minutes

BEYOND SIXTH FORM
Classical Civilisation is considered 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 ab initio – which leads to a wide and varied range of careers.

CLASSICAL GREEK

AIMS
The Classical Greek A Level course is designed to challenge the brightest. It develops students' understanding of the Classical Greek language and the related ancient literature, values and society. The opportunity to develop linguistic precision alongside sensitivity to literature, history and culture presents a fascinating intellectual challenge.

NATURE OF THE COURSE
The OCR A Level in Classical Greek will build on the knowledge, understanding and skills specified for GCSE. Students will be introduced to a greater range of vocabulary through wider reading of original material, more complex examples of syntax and accidence and the in-depth study of prose and verse literature. Students study the events which shaped Western civilisation through the eyes of Herodotus, Xenophon and Thucydides, as well as the tragedies of Euripides and Sophocles, some of the most influential works of world literature. Students study additional literature in English translation in order to understand the context of these texts. They are also required to translate unseen passages and either answer comprehension and grammar questions on an unseen passage or translate a passage of English into Classical Greek.

ASSESSMENT DETAILS
Examination board: OCR Classical Greek - H444 CLICK HERE

- Unseen translation – 1 hour 45 minutes
- Prose composition or comprehension – 1 hour 15 minutes
- Prose literature – 2 hours
- Verse literature – 2 hours

BEYOND SIXTH FORM
Studying Classical Greek at A Level highlights students' ability to learn and comprehend challenging material, and excellence is achieved by only the very best students. Classicists are known for their ability to research, collate and analyse material. They evaluate resources critically and formulate incisive arguments. Students are able to work alone or within a team and to think imaginatively. It is irrefutable that Classics graduates enter the world with skills that make them highly employable.

LATIN

AIMS

The study of Latin at A Level is a challenging discipline, but one which offers a huge amount of enjoyment and intellectual experience. Latin explores a range of different disciplines - particularly linguistics, literature, and history - and it is not a surprise that Latin tends to be chosen by high academic achievers. Students will have an opportunity to develop their love of the Latin language together with reading some of history's greatest authors, such as Virgil, Ovid and Tacitus. They will learn to understand the literary, social and historical context of the texts they are studying through wider reading.

NATURE OF THE COURSE

The OCR A Level in Latin will build on the knowledge, understanding and skills specified for GCSE. Students will be introduced to a greater range of vocabulary through wider reading of original material, more complex examples of syntax and accidence and the in-depth study of prose and verse literature. In studying Latin at A Level, students might acquire familiarity with Cicero's rhetorically persuasive wit, Tacitus' pithy accounts of Roman politics, Ovid's advice on love and Virgil's elegant narration of the founding of Rome. Students learn to read original Latin by studying Ovid's poetry and Livy's history and translate complex English passages into their own stylish Latin.

ASSESSMENT DETAILS

Examination board: OCR Latin - H443 CLICK HERE

- Unseen translation – 1 hour 45 minutes
- Prose composition or comprehension – 1 hour 15 minutes
- Prose literature – 2 hours
- Verse literature – 2 hours

BEYOND SIXTH FORM

Latin is recognised universally as one of the most prestigious and challenging A Levels. It highlights students' ability to excel in matters of both language and literature. Classicists are known for their ability to research, collate and analyse material. They evaluate resources critically and formulate incisive arguments. Students are able to work alone or within a team and to think imaginatively. It is irrefutable that Classics graduates enter the world with skills that make them highly employable.

ENGLISH

HEAD OF ENGLISH: Tom Eyre-Maunsell
EMAIL: TEM@rugbyschool.net

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 responses 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 *All My Sons* and *The Glass Menagerie*; a novel, such as EM Forster's *Howards End*; and poetry is studied (usually a single poet's works, such as Gillian Clarke). 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 three texts are studied. This year students are studying *The Winter's Tale* and either Hardy's *Tess of the D'Urbervilles* or Austen's *Northanger Abbey*. There is further study of poetry and work on Practical Criticism, 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
Examination board: CIE English Literature (9695) CLICK HERE

Assessment is by four examination papers of 2 hours each:
- Poetry
- Prose and Unseen
- Shakespeare and Drama
- Pre and Post 1900 Poetry and Prose

BEYOND SIXTH FORM
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, Drama or as part of a Liberal Arts degree. 'Newer' subjects like American Studies and Film Studies also are closely related. In recent years students have also won places at university to study Creative Writing.

HUMANITIES

HEAD OF ECONOMICS: Helen McPherson
EMAIL: HLM@rugbyschool.net

HEAD OF GEOGRAPHY: Raj Ghosh
EMAIL: RG@rugbyschool.net

HEAD OF HISTORY: Tim Guard
EMAIL: TDG@rugbyschool.net

HEAD OF PHILOSOPHY & THEOLOGY: Pollyanna Hollebon
EMAIL: PHO@rugbyschool.net

HEAD OF POLITICS: Paul Teeton
EMAIL: PTE@rugbyschool.net

BUSINESS

AIMS
The aims of A Level Business are to enable students to understand better the dynamic nature of the modern business world including how to take advantage of new opportunities, 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 numeracy and literacy skills necessary to accurately interpret data and persuasively convey business strategies.

We also encourage a proactive attitude towards enrichment and aim to give students practice in applying the skills and knowledge required to succeed when starting or managing a business.

NATURE OF THE COURSE
A Level Business is both essay-based and mathematically rigorous. It focuses significantly on evaluating high-level business decisions whilst 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 function. In addition, we believe it is fundamental to equip students with the skills necessary to successfully 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 and frequently draws upon real-world examples in the current business news. There are four broad themes: Marketing and People; Managing Business Activities; Business Decisions; and Strategy and Global Business.

ASSESSMENT DETAILS
The course follows the new linear EDEXCEL specification CLICK HERE

- 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%.

BEYOND SIXTH FORM
Many of our students go on to study business-related courses at Russell Group universities including Finance and Accounting, Business, Business Management and Marketing.

ECONOMICS

AIMS
The aims of A Level Economics are to enable curious students to appreciate fully the economic world that surrounds them thereby allowing them to fully analyse and thoroughly evaluate a 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). They will also develop wider academic abilities including independent research, discussion and presentation skills. Students who most enjoy the course will equip themselves with a working knowledge of current economic affairs.

Students can expect to incorporate a wide range of mathematical techniques and graphical interpretations of theories into their powerfully persuasive evaluative essays.

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

BEYOND SIXTH FORM
Typically, about half of our students go on to study Economics-related courses at university. Studying Economics particularly facilitates future City careers including those in investment banking, finance, insurance and business management as well as 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 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

Examination board: 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).

BEYOND SIXTH FORM

The very nature of the subject imbues those who 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 breadth 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 provides 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

- **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; Popular culture and the Witchcraze of the 16th and 17th Centuries (Unit 3).
- **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; Russia and its Rulers, 1855-1964 (Unit 3).

Unit 4 in each choice is Coursework.

ASSESSMENT DETAILS

Examination board: 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%)

BEYOND SIXTH FORM

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
Are all religious ideas of equal value? Can God's existence be proved? Is there one correct way to solve an ambiguous situation?

Philosophy and Theology is a thought-provoking and academically rigorous subject that asks the fundamental questions of life. Students are encouraged to critically engage with the concepts of Theology, Ethics and Philosophy in this thought-provoking, rigorous and academically impressive subject. 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
The course is divided into equal thirds: Christian Theology, Ethics, and Philosophy of Religion. Regardless of the topic being studied students are required to critically deconstruct and analyse key ideas that are placed before them. Within Christian Theology topics include the place of Christianity within modern society and the fairness of baptising infants without their ability to give consent. Ethics allows students to consider the validity of the theories that underpin ethical decision making and then apply these ideas to modern-day situations. Philosophy of Religion allows students to consider whether God's existence can be proven, if religious experiences of individuals reflect reality and whether a good, loving God and evil can co-exist.

ASSESSMENT DETAILS
Examination board: EDEXCEL CLICK HERE

Three papers of equal weighting at the end of the course:

Paper 1 (2 hours) – Philosophy of Religion (33.3%)
Paper 2 (2 hours) – Religion and Ethics (33.3%)
Paper 4b (2 hours) – Christianity (33.3%)

BEYOND SIXTH FORM
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 legal, medical, financial or educational careers. Philosophy and Theology fits well into any combination of courses.

POLITICS & INTERNATIONAL RELATIONS

AIMS
To develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, within the United Kingdom, the United States and globally.

To develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes.

To develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics as well as understanding the rights and responsibilities of individuals and groups.

To be able to critically analyse, interpret and evaluate political information to form arguments and make judgements about contemporary political issues.

NATURE OF THE COURSE
- Unit 1: UK Politics: Democracy and Participation, Political Parties, Electoral Systems, Voting Behaviour, Core Political Ideas of Conservatism, Liberalism and Socialism
- Unit 2: UK Government: Constitution, Parliament, Prime Minister and executive, Relationship between the branches including the Supreme Court, Non-core Political Ideas - Nationalism
- Unit 3: Government and Politics of the USA: Constitution and federalism, Congress, Presidency, Supreme Court and Civil Rights, Democracy and participation, Comparative Theories

ASSESSMENT DETAILS
Examination board: EDEXCEL CLICK HERE

Three 2-hour examinations assessing knowledge and understanding of UK Politics, UK Government, American Politics and Government, core ideologies (Conservatism, Liberalism, Socialism and Nationalism). There is no coursework component.

BEYOND SIXTH FORM
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 COMPUTER SCIENCE: Ilia Kurgansky
EMAIL: IK@rugbyschool.net

HEAD OF MATHEMATICS: Nicholas Jones
EMAIL: NJ1@rugbyschool.net

COMPUTER SCIENCE

AIMS

A Level Computer Science students are exposed to a wealth of experience and resources enabling them to develop into digitally aware, independent learners, who are fully prepared for higher education study. The Computer Science 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, but Python is used predominantly for teaching.

ASSESSMENT DETAILS

Examination board: 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%

BEYOND SIXTH FORM

Students who have completed the Computer Science A Level qualification will be excellently positioned to follow a Computer Science based or related higher education programme 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.

MATHEMATICS (Single)*

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
Examination board: 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)

BEYOND SIXTH FORM
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.

*GCSE Grade 8 in Mathematics is required to study A Level Mathematics (single)

MATHEMATICS (Further)*

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

Examination board: EDEXCEL CLICK HERE

BEYOND SIXTH FORM
Further Mathematics is a well-respected qualification that allows able mathematicians to show their quality. It is essential for entry to highly mathematical courses at top UK universities, and strongly recommended in some other cases.

*GCSE Grade 8 in Mathematics is required to study A Level Mathematics (Further)

MODERN FOREIGN LANGUAGES

HEAD OF MODERN FOREIGN LANGUAGES: Chris Brown
EMAIL: CMB@rugbyschool.net

HEAD OF FRENCH: Amanda Leamon
EMAIL: ACL@rugbyschool.net

HEAD OF SPANISH: Colette O'Mahoney
EMAIL: CAO@rugbyschool.net

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.

FRENCH

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, grammar and an individual research project. Core topic areas include current trends and issues of French-speaking societies and political and artistic culture in the French-speaking world. 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
Examination board: AQA CLICK HERE

We follow the AQA A Level French course. The three papers are weighted differently and test in the following way:
Paper 1: Listening, reading and writing (including translations into English and French, 50%)
Paper 2: Writing (analytical essay on film and literature plus grammar tasks, 20%)
Paper 3: Speaking (discussion based on stimulus card and presentation and discussion of individual research project, 30%)

BEYOND SIXTH FORM
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.

SPANISH

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
Examination board: AQA CLICK HERE

Paper 1: Listening, reading and writing 50% (listening and reading comprehension tasks, plus translation)
Paper 2: Writing 20% (2 essays on literature and film)
Paper 3: Speaking 30% (discussion on an unseen stimulus, followed by presentation and discussion of independent research project)

BEYOND SIXTH FORM
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 ACADEMIC MUSIC: James Williams
EMAIL: JAW@rugbyschool.net

MUSIC

AIMS
Students who 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
Examination board: 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 three 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.

BEYOND SIXTH FORM
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: Sam Robinson
EMAIL: SPR@rugbyschool.net

HEAD OF BIOLOGY: Dee Tchakhotine
EMAIL: DJT@rugbyschool.net

HEAD OF CHEMISTRY: Stephen Belding
EMAIL: SRB@rugbyschool.net

HEAD OF PHYSICS: Richard Parker
EMAIL: RP2@rugbyschool.net

HEAD OF SPORTS SCIENCE: Ellie Watton
EMAIL: EMW@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. 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 a Biological degree.

In addition, the course develops key transferrable skills that are hugely sought after by employers in many professions including: problem solving, with an emphasis on applying numerous unifying patterns and themes in Biology to unfamiliar contexts; critical thinking, through data analysis and evaluation in which students are required to critically analyse data from experimental scenarios; abstract thinking, through the application of theoretical concepts in graphical forms and in examples requiring deduction; and communication skills, 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.

- Biological Molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms
- Energy Transfers in and between organisms
- Organisms respond to changes in the internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

Practical work is an integral part of the two-year course with a minimum of 12 core practicals, examined in the final exams. The 12 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.

- Paper 1: A two hour examination of material from topics 1-4, worth 35% of the final result
- Paper 2: A two hour examination of material from topics 5-8, worth 35% of the final result
- Paper 3: A two hour examination of material from topics 1-8 including practical skills, worth 30% of the final result

BEYOND SIXTH FORM

The course lays an excellent foundation for further study of Biology at university and related degrees including but not limited to medical related degrees, Veterinary Science, Chemistry, Psychology, Forensic Science and Sports Science.

CHEMISTRY*

AIMS
Chemistry is the study of all substances and how they change. As the central science, Chemistry is underlined by a dynamic range of skills; in particular, the ability to apply knowledge; analyse information; and evaluate results. As the course progresses, students develop a propensity to think critically, clearly and on their feet. Ultimately, the Department aims to produce a generation of open-minded inquirers who are able to apply a range of ideas in exciting new situations.

NATURE OF THE COURSE
There is a requirement that students have at least a grade 8 in both GCSE Chemistry and GCSE Maths. This is based on the much broader mathematical aptitude required to answer A Level exam questions in Chemistry. The AQA A Level in Chemistry is well established and universally recognised.

Chemistry is divided into three parts:
- Organic Chemistry is the study of carbon containing molecules, particularly biological molecules.
- Physical Chemistry involves the application of mathematical skills to chemical contexts.
- Inorganic Chemistry is the holistic study of the periodic table. Quantum mechanics is used to explain trends and predict properties.

ASSESSMENT DETAILS
The specification followed is the AQA A Level in Chemistry (7405) CLICK HERE

The course is examined across three written papers taken at the end of the XX. The results are graded from A*-E.
- Paper 1: 2 hours covering Physical Chemistry, Inorganic Chemistry and Practical Skills, worth 35% of the final result
- Paper 2: 2 hours, covering Physical Chemistry, Inorganic Chemistry and Practical Skills, worth 35% of the final result
- Paper 3: 2 hours, covering all of the content along with Practical Skills, worth 30% of the final result

Within the above assessment scheme, mathematical skills are required to access 20% of the total marks. There is a compulsory practical endorsement; this is assessed internally during normal lesson time. It is not currently possible to study for the decoupled AS qualification.

BEYOND SIXTH FORM
The department is very experienced at university interview preparation. Our students are routinely awarded places to read Chemistry and closely related subjects at Oxford and Cambridge. In addition, Chemistry is a prerequisite for several undergraduate courses including Medicine and Veterinary Science. The skills derived from a Chemistry course transcend school and university; they can equip young people for a range of careers as diverse as law, finance and the civil service.

*GCSE Grade 8 in Maths is required to study A Level Chemistry

PHYSICS*

AIMS
Fundamentally physicists are problem solvers who, when presented with a challenge, use the skills they have practised to solve a huge variety of problems, from developing the latest mobile devices to solving the world's energy crisis. The A Level Physics course will help students gain confidence with using experimental apparatus, competence in obtaining precise and accurate data, and improve their ability to discover and explore complex relationships.

NATURE OF THE COURSE
The A Level course will cover classical areas of Physics in depth in the first year: mechanics, waves, particles, material, electricity and magnetism. The skills developed in these areas will then be applied in a number of interesting contexts including nuclear and quantum physics and thermodynamics.

Practical work is at the heart of all good science teaching, and the required practical activities will give students the opportunity to embed and further develop their skills and knowledge. 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 A Level Physics course.

ASSESSMENT DETAILS
The specification followed is AQA A level in Physics (7408) CLICK HERE

The content is assessed over three written papers at the end of the course with results graded from A*-E.
- Paper 1: (34%) – 2 hours, 85 marks, multiple choice and extended response.
- Paper 2: (34%) – 2 hours, 85 marks, multiple choice and extended response.
- Paper 3: (32%) – 2 hours, 80 marks, short and long response

BEYOND SIXTH FORM
Physics is essential for Engineering and will be incredibly useful for Medicine and other scientific courses at university. Understanding problem solving and Physics also provides training for many other professions such as law, accountancy, banking, management consultancy, software development, science journalism… it is no surprise that Physics and Engineering graduates are amongst the most highly sought after on the employment market.

*GCSE Grade 8 in Maths is required to study A Level Physics

SPORTS SCIENCE

AIMS

The new OCR specification has been designed to allow students to study Sports Science 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 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 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 their 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 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%

BEYOND SIXTH FORM

This course will prepare learners for the further study of 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 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: 2hours 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.

BEYOND SIXTH FORM
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

EXTENDED PROJECT QUALIFICATION: Lee Shepherd
EMAIL: LDS@rugbyschool.net

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 encourage students to follow this route where appropriate as an additional fourth subject. 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. It has been known in the recent past for some universities to lower offers by two grades, should a candidate achieve a particular grade in the EPQ. A recent example is of a student receiving an offer from Newcastle at AAB. If they achieve a grade A in the EPQ, their offer becomes BBB.

EPQs count as half an A Level but are assessed at A2 standard. As such, students can achieve across the grade range from an A* through to a grade E. 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. The production log will be written in an online blog called ProjectQ.

This qualification is academically demanding and challenging 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 HIGHER EDUCATION & CAREERS: Debbie Horner
EMAIL: DJH@rugbyschool.net

OXBRIDGE: Herman Lam
EMAIL: HML@rugbyschool.net

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

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 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 we run societies for those interested in the City, Psychology, Military, Engineering, Medicine and Law where former students or professionals are invited to speak and share their experiences.

The department 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 A Level results day and beyond 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: Chemistry, Maths and one other Science
- To study Physics: Maths and if possible Further Maths
- To study Engineering: Maths and Physics, Further Maths if possible
- 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

POTENTIAL MEDICS

At their interview or MMI (Multiple Mini Interviews) a potential medic must demonstrate: self-motivation alongside excellent communication skills; an aptitude for medicine; resilience and tenacity. They will also need a great deal of work experience (not necessarily medical) where they have shown their ability to work alongside a wide range of people from different backgrounds.

Our Wednesday afternoon activities programme allows students to add to their experience, and they will also need to use holiday times to volunteer, shadow, or work so that they have a bank of evidence to draw on.

We have a very lively Medical Society which is run by our potential medics, Ms Waweru and Dr Morse. Current issues pertinent to medicine are discussed, and there are visiting speakers who are current practitioners. We work very closely with The Medic Portal who are officially partnered with the Royal Society of Medicine. The Medic Portal runs a UKCAT course at Rugby School, as well as a course to help students prepare for interviews or MMI. We also offer a variety of interview practice.

ENGINEERING

The Engineering Society meets regularly in school, and we are fortunate to be able to attract interesting speakers to inform and encourage students who are considering this as their future career.

Old Rugbeians (ORs) are generous with their time, as are others who are current practitioners, including parents and friends of the school. It was particularly exciting for Rugby School students to hear from the founders of the New Model in Technology & Engineering (NMiTE), and a recent OR is working there, developing their courses and student experience. https://nmite.org.uk/.

As well as an Engineering Society there is also an Engineering scheme in school, giving students the opportunity to be involved in hands-on projects, and to build their skill set. We strongly encourage all students who are interested to apply for Headstart courses, and courses run by the Smallpiece Trust:

http://www.etrust.org.uk/headstart/courses
https://www.smallpeicetrust.org.uk/

Many students from Rugby School go straight on to a degree in Engineering after their A Levels, but a number choose to gain real-life experience through the Year In Industry scheme: http://www.etrust.org.uk/the-year-in-industry.

OXBRIDGE

Students considering an application for Oxford or Cambridge will be encouraged to begin the process of becoming a competitive applicant early in the LXX. The Head of Oxbridge will meet with interested LXX students and parents early on in Advent Term to outline the application process and the academic expectations of our Oxbridge applicants.

All students wishing to apply to Oxbridge must engage in some form of substantial, independent research project, such as an EPQ or an Oxford / Cambridge essay prize, or some form of external academic competition such as a subject Olympiad. Students should discuss with their teachers what is most appropriate for the subject that they plan to study at university. Students are also expected to demonstrate a track record of academic success, including an excellent set of GCSEs (typically 8/9s at GCSE) or a significant academic niche identified at A Level and sustained excellence during the LXX year. The best applicants will show a genuine love of learning.

Departments provide subject-specific enrichment from February, but students are expected to take the initiative. There are Q&A sessions with current Oxford and Cambridge students in the Lent term of the LXX and an Admissions tutor is invited 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 and these are clearly published in advance by the Head of Careers and Higher Education (Mrs Horner).

In the XX, departmental preparation continues and there are interview exchanges with other schools as well as the chance of 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 they 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 four-year degree. Someone who is only interested in studying Chemistry, for example, may not enjoy the US experience. Students wanting to study Medicine or Law should be aware that these courses are taught at the graduate level in the US, so aspiring medics and lawyers will most likely not be best served by the US.

There are roughly 4000 universities and colleges in the United States, and the student experience varies greatly from one to the next.

Students need to decide:

- The type of university to which they plan to apply and then a specific list of individual universities (up to eight is recommended)
- Which of the main two aptitude tests (the SAT or the ACT) they intend to prepare
- Whether or not they will need to complete extra application materials and/or tests, especially for Ivy League applications
- 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. Students are advised to take the test more than once, and there are only a limited number of sittings throughout the year.

The School provides a programme of specific presentations in the Advent, Lent, and Trinity terms in partnership with A List Education. These talks focus on: how to make an application; school selection; funding US study; and Common Application essay writing. The school also offers an optional course in SAT/ACT run by A List Education's expert tutors. This course comes at an additional cost to families.

Study at Canadian universities has become increasingly popular in recent years, and students interested in studying outside the UK should also consider Canada as an excellent option. The application process is more streamlined than that of the US, and the cost of study can often be significantly lower. Rugby students have gained admission to some of the top Canadian universities and have also been offered academic scholarships to Canadian institutions.

BEYOND ACADEMIC SUBJECTS

HEAD OF FLOREAT: Lisa Greatwood
EMAIL: LJG@rugbyschool.net

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

CHAPLAINCY: Revd. Richard Horner
EMAIL: RMH1@rugbyschool.net

SIXTH FORM ENRICHMENT

FLOREAT

AIMS
Floreat education equips young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. Floreat 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 Floreat 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 Floreat curriculum is based on the PSHEe Association's Programme of Study.

The House tutors will be delivering much of the Floreat material whilst being supplemented by outside speakers with particular areas of expertise.

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
Floreat 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, 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.

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.

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.

ENRICHMENT
for Sixth Form students

AIMS
Our extensive academic 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 their Sixth Form studies 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.

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".

BIOLOGY
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 completions 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.

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

We aim to provide three external speakers per year, to appeal to both Economics and Business students.

CHEMISTRY
- Weekly sessions for the XX culminating in a competition called the Chemistry Olympiad.
- Weekly sessions for the LXX culminating in a competition called the Cambridge Chemistry Challenge.
- At least one day's experience working in a university teaching laboratory.

We encourage students to think about the subject in context. This improves their overall chemical aptitude, as well as being directly relevant to university applications and interviews. The following popular books are recommended and are available from the school library:

Atkins, Peter: *Atkins' Molecules*
Bryson, Bill: *A Short History of Nearly Everything*
Emsley, John: *Molecules at an Exhibition*
Elements of Murder

CLASSICAL CIVILISATION
There are visits to relevant lectures, plays and museums during the two-year course, as well as an annual trip to a classical land. The Arnold Society invites external speakers to give papers to all Upper School classicists and hears staff talk about their passion for the subject. Students are given the opportunity to deliver their presentations on any classical topic or hold classical debates in the weekly university enrichment sessions. Students are also encouraged to participate in various essay-writing competitions run by Oxbridge colleges.

COMPUTER SCIENCE
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.

DESIGN CENTRE
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.

- DEScriptor Competition
- Annual trip to London galleries and the Design Museum
- The Frieze Art Fair
- A trip to New York once every two years.

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

We aim to provide three external speakers per year, to appeal to both Economics and Business students. In addition we attend the Economics in Action seminar day at Warwick University.

ENGLISH LITERATURE
- 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.

FRENCH
- Upper School trip to Bordeaux (October Exeat)
- Modern Languages Society and Modern Languages Magazine (Page Polyglotte)
- Translation Club (Advent Term)
- Advanced French conversation enrichment
- Conversation classes with native-speaking French language assistant
- Regular competitions
- DELF Junior B2 Qualification (Institut Français)

GEOGRAPHY
- 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 programme 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.

CLASSICAL GREEK
There are visits to relevant lectures, plays and museums during the two-year course, as well as an annual trip to a classical land. The Arnold Society invites external speakers to give papers to all Upper School Classicists and hears staff talk about their passion for the subject. Students are given the opportunity to deliver their presentations on any classical topic or hold classical debates in the weekly university enrichment sessions. Students are also encouraged to participate in various essay-writing competitions run by Oxbridge colleges.

Linguistics Society, which is run by the Classics and Modern Foreign Languages Departments, prepares students to take part in the UK Linguistics Olympiad by tackling complex language puzzles collaboratively.

HISTORY
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.

ITALIAN
- Upper School trip to Italy (October exeat)
- Modern Languages Society and Modern Languages Magazine (Page Polyglotte)
- Film, theatre and exhibitions where available and appropriate
- Regular competitions

LATIN
There are visits to relevant lectures, plays and museums during the two-year course, as well as an annual trip to a classical land. The Arnold Society invites external speakers to give papers to all Upper School Classicists and hears staff talk about their passion for the subject. Students are given the opportunity to deliver their presentations on any classical topic or hold classical debates in the weekly university enrichment sessions. Students are also encouraged to participate in various essay-writing competitions run by Oxbridge colleges.

Linguistics Society, which is run by the Classics and Modern Foreign Languages Departments, prepares students to take part in the UK Linguistics Olympiad by tackling complex language puzzles collaboratively

SINGLE MATHEMATICS
Mathematics support clinics; Senior Maths Challenge; Senior Maths Team training; Dodgson Society.

FURTHER MATHEMATICS
- Senior Mentoring
- Senior Mathematics Challenge
- Mathematics Clinic support
- Oxbridge preparation (MAT and STEP papers)
- Senior Mathematics Team Training
- London Mathematical Society lectures

MUSIC
- 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.

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

PHILOSOPHY & THEOLOGY
The Sidgwick Society meets regularly to discuss key ideas within Philosophy and Theology. This allows students to present interesting ideas and to further their thinking.

The department is looking to run trips to London to engage with religious architecture and artwork. Circumstances allowing, there may also be a trip to Italy in conjunction with the Classics Department. The department will also lead trips to relevant lectures and talks as they are advertised throughout the year.

PHYSICS
- Weekly problem-solving tutorials for students who are making applications for competitive Physics and Engineering courses (XX Advent Term and LXX Lent and Trinity terms).
- Physics Olympiad and the Lower Sixth Physics challenge
- Physics and Engineering interview exchange with Oundle School
- Student-run Physics Society for LXX and XX students by invitation.
- 'Physics in Action' at Warwick University and regular guest speakers
- Weekly help clinic for Physics students.

POLITICS & INTERNATIONAL RELATIONS
- A Rugby Parliament (debating society)
- A Politics Society offering twice termly lectures by outside speakers
- Model United Nations
- Trips to Washington D.C, Palace of Westminster and Supreme Court

SPORTS SCIENCE
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 Sports Science.

THEATRE STUDIES
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.

RUGBY SCHOOL

Rugby School, Rugby, Warwickshire, CV22 5EH
TELEPHONE: +44 (0)1788 556 216
EMAIL: enquiries@rugbyschool.co.uk
www.rugbyschool.co.uk

@Rugbyschool1567 RugbySchool1567 rugbyschool1567