



RUGBY SCHOOL

E AND D BLOCK
CURRICULUM GUIDE
2021

CONTENTS

2. INTRODUCTION	22. MODERN FOREIGN LANGUAGES
3. STRUCTURE AND OPTIONS	23. MODERN FOREIGN LANGUAGES (FRENCH, GERMAN, ITALIAN, SPANISH)
4. ART & DESIGN	24. PERFORMING ARTS
5. ART	25. DRAMA
6. DESIGN & TECHNOLOGY	26. MUSIC
7. CLASSICS	27. SCIENCE
8. CLASSICAL CIVILISATION	28. BIOLOGY
9. CLASSICAL GREEK	29. CHEMISTRY
10. LATIN	30. PHYSICS
11. ENGLISH	31. SPORTS SCIENCE
12. ENGLISH LANGUAGE	32. BEYOND EXAMINATIONS
13. ENGLISH LITERATURE	33. HIGHER EDUCATION AND CAREERS
14. HUMANITIES	34. DIVINITY
15. GEOGRAPHY	35. LEARNING DEVELOPMENT
16. HISTORY	36. FLOREAT
17. PHILOSOPHY & THEOLOGY	37. ACADEMIC ENRICHMENT
18. MATHEMATICS	
19. COMPUTING	
20. MATHEMATICS	
21. FURTHER MATHEMATICS	

INTRODUCTION

Rugby School seeks to develop the whole person so in our academic provision we aim to challenge students to exercise and enrich their entire mind. A breadth of intellectual experiences in the E and D block years allows our students to face academic challenge and to develop their understanding of both the physical and imaginative worlds they inhabit. We aim to provoke a curiosity in our students which they will be able to follow up with the support of subject specialists outside the classroom, through our extensive programme of academic enrichment, clubs and societies.

The subject matter studied at GCSE and IGCSE is of intrinsic value and interest. Students receive a grounding in the powerful knowledge that underpins our understanding of the modern world and humanity more broadly. They should select courses of study they find engaging and thought provoking, as well as useful in a practical sense.

Lessons at Rugby School are intellectually stimulating and fun. We want our students to develop the confidence and experience necessary to manage and direct their own academic work. We aim for them to learn to reflect on their work, apply critical and creative thought, respond with resilience and versatility to difficulty and failure, be courageous in taking on challenges and confident when working with others.

N.B. All GCSE and IGCSE examinations are graded on a 9 – 1 scale

STRUCTURE AND OPTIONS

The E and D Block curriculum allows for an element of choice for our students yet we have structured it to ensure the diversity of experience that we value as a school. Students sit GCSEs and IGCSEs in the Trinity term of the D Block.

All students study a core of subjects that includes English (Language and Literature), Mathematics, and all three Sciences (Biology, Chemistry and Physics). Students then choose at least one Modern Foreign Language and have a free choice for their remaining three subject options.

The range of options includes Art, Classical Civilisation, Computing, Design & Technology, Drama, French, German, Geography, Greek, History, Italian, Latin, Music, Philosophy & Theology, Sports Science or Spanish. Music scholars must study Music GCSE and should consider choosing double music. That is, music as a GCSE and music as an additional option in which to schedule as many instrumental lessons as possible. Art, Design, Computing and Drama scholars must choose the subject for which they have a scholarship as one of their subject options.

In addition to their GCSEs students also participate in regular Divinity classes and Sport along with specialist Floreat lessons that complement our weekly tutorial and student wellbeing programme. E and D Block students are also involved in Higher Education and Careers events. All students have weekly one-to-one tutorials with their tutor which is an opportunity to discuss the academic, careers and higher education, enrichment and pastoral strands of their lives together.

N.B. While we aim to offer as much choice of subjects as possible, we cannot guarantee to provide a subject if the number who choose it is very small. If students change their mind after options have been finalised, we will endeavour to accommodate their request but we cannot guarantee that we will be able to make changes. No subject changes are allowed after the first Leave Out in the Advent term of the E Block year.

N.B. Syllabus and assessment details are correct at the time of publication but are subject to modification as a result of changes made by exam boards.

ART & DESIGN

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

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

ART

AIMS

GCSE Art and Design equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives. It has immense value in a broad and balanced curriculum enhancing students' learning across their subjects. This is an exciting course that gives students the opportunity to explore painting, printmaking, sculpture, ceramics, photography, digitally-generated imagery, textiles, drawing and many more art-making techniques. It also enables students to develop their artistic skills, creative thinking and their understanding of art history.

NATURE OF THE COURSE

Work is assessed using criteria set by the exam board and takes into account:

- the process of gathering visual information
- understanding the works of artists
- developing, reviewing and modifying ideas
- accumulating skills and techniques
- producing artwork which is the result of extended visual research.

It is challenging, enjoyable and rewarding. It requires determination and commitment.

ASSESSMENT DETAILS

Examination board: Edexcel [CLICK HERE](#)

- The 'Personal Portfolio' is designed to give students the opportunity to comprehensively experience a wide range of methods and techniques as they explore their ideas, develop their skills and build a solid understanding of artists and designers. Coursework accounts for 60% of the mark.
- The 'Externally Set Assignment' is a broad-based thematic 'starting point' set by the exam board, part of which is sat under exam conditions. This accounts for the remaining 40% of the mark.

ENRICHMENT OPPORTUNITIES

Students have opportunities to visit national galleries and collections to enable the research and the collection of source material. Outside of lessons the department has extensive opening hours for students to attend development and enrichment sessions. The Lewis Gallery has a programme of exhibitions and visiting speakers which are accessible as source material for coursework projects.

DESIGN & TECHNOLOGY

AIMS

Technology can be defined as the application of skills, knowledge and creativity in finding solutions to a particular need or problem. Combined with an understanding of the aesthetic, anthropometric requirements and functional elements of products, we can develop an understanding of how to design and manufacture a wide range of useful products. We want students to be confident in managing projects independently and to develop a creative approach to problem solving.

We aim to develop an understanding within our students of what makes a successful product and how to identify the factors that determine success. We want our students to be actively involved in thinking creatively to improve the quality of life for themselves and society in general. Students will learn to develop new ideas by reflecting on lessons learnt in the past and to critically evaluate their own work and that of others.

NATURE OF THE COURSE

We use a variety of interesting practical projects to deliver the material during the first year of the course. Projects explore a range of manufacturing processes from traditional craft skills to semi-automated batch production that lead to the production of useful artefacts. Students are made aware of the sources of a range of materials, how they are processed for use, how they can be reused, recycled or disposed of and the environmental consequences of their use. Through hands-on experience they learn to recognise the properties, working characteristics and possible combinations of a range of resistant and compliant materials. Students are taught a range of drawing and presentation techniques and develop methods of creativity that allow them to complete a major design-and-make projects in the second year of the course.

ASSESSMENT DETAILS

Examination board: CAIE [CLICK HERE](#)

UNIT 1: Written examination. Candidates answer questions about theoretical knowledge and its application. There will also be questions that involve providing creative responses to a given design task.

UNIT 2: Design and Making Practice, approximately 45 hours’ coursework that consists of a single design-and-make activity.

ENRICHMENT OPPORTUNITIES

The department is open frequently for students to work on coursework or independent projects during their free time. We also run an Engineering Club and a Design Consultancy that feature group projects. There are regular talks from outside speakers from a range of Design disciplines.

CLASSICS

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

CLASSICAL CIVILISATION

AIMS

Students who enjoy discovering the ancient world, with its rich web of mythology, history, philosophy and politics, will be perfect candidates for Classical Civilisation. The material learnt is not only entertaining, but also allows students to develop their ability to analyse a wealth of ideas presented by Greco- Roman culture, like the inspection of the morality of gladiatorial shows and slavery. In reading the English translations of works of ancient authors like Homer, Virgil and Ovid, students will develop a greater appreciation of their own language and its usage. Classical Civilisation incorporates elements of History, English, Philosophy, Politics, Economics and Geography to facilitate an in-depth study of two civilisations which have shaped the Western world.

NATURE OF THE COURSES

At GCSE, students learn about Myth and Religion and Roman City Life. The study of Myth and Religion will allow exploration of the tales involving gods and heroes in both the Greek and Roman worlds. Additionally, in the study of temples, sacrifice, festivals and death, students will receive a broad overview of religion in the ancient world and will be given an opportunity to study a wide variety of material remains, including remarkable temples and works of art, like the Temple of Zeus at Olympia or the glorious building of the Pantheon in Rome.

The Roman City Life module focuses on popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum. This component comprises a cultural element, focusing on the lives of people in the Roman world, and a literary element which introduces students to some outstanding works of Roman poetry and prose in English translation.

ASSESSMENT DETAILS

Examination board: OCR [CLICK HERE](#)

Thematic Study: Myth and Religion – 1 hour 30 minutes
Literature and Culture: Roman City Life – 1 hour 30 minutes

ENRICHMENT OPPORTUNITIES

Every year at Easter the department organises a Classics trip and students studying Classical Civilisation will be given an opportunity to visit various landmarks of the classical world. Students will see for themselves the sites they are studying. In the Trinity term there is an E block trip to a Roman settlement in Britain. We firmly believe that getting to know classical culture on British soil and abroad puts the study of Classics into perspective and inspires students to think about the past. Junior Arnold Society also meets regularly to allow students to explore their interests further through activities and games.

CLASSICAL GREEK

AIMS

Classical Greek is a favourite subject of some of the most academic students in the school. Students especially enjoy learning about the impact of Greek on English vocabulary, deciphering complex sentences and working in a small group of enthusiastic peers. They also quickly learn to appreciate that the ‘Greek genius’ that has brought us mathematical theories, philosophy, democracy and oracy can only be truly understood through reading the original language. Students will have the opportunity not only to develop their enjoyment of languages in general, but also to study a selection of exciting original set texts, like Herodotus’ *History* and Homer’s *Iliad*.

NATURE OF THE COURSE

The course develops students’ language skills and ability to deal with Greek texts, building on the material studied in the F Block. The stories from Taylor’s *Greek to GCSE 2* offer students an insight into core ideas in the study of Classics (e.g. military leadership and the philosophy of Socrates).

Additionally, students will study two set texts. This year’s prose text is comprised of stories from Herodotus, the ‘Father of History’, taken from a variety of ancient cultures. The verse text is a selection from Euripides’ *Bacchae*, a gory and thrilling tragedy about the demise of King Pentheus of Thebes.

ASSESSMENT DETAILS

Examination board: OCR [CLICK HERE](#)

Language Paper: (50% of the course) – 1 hour 30 minutes
Prose Literature Paper: (25%) – 1 hour
Verse Literature Paper: (25%) – 1 hour

ENRICHMENT OPPORTUNITIES

Every year at Easter the department organises a Classics trip and students studying Greek will be given an opportunity to visit various landmarks of the classical world. Students will see for themselves the sites they are studying. In the Trinity term there is an E block trip to a Roman settlement in Britain. We firmly believe that getting to know classical culture on British soil and abroad puts the study of Classics into perspective and inspires students to think about the past. Junior Arnold Society also meets regularly to allow students to explore their interests further through activities and games.

LATIN

AIMS

Combining true academic rigour with literature, history, and culture, Latin offers a unique series of challenges. Alongside language-learning skills, Latin practises forensic analysis and tests logic and reasoning to the utmost. Its cultural heritage also provides stories about inspirational heroes and historical figures and enables students to discuss moral and philosophical issues. Latin offers the extraordinary opportunity to be charmed in the present day by texts written 2000 years ago. This includes accounts of the intrigues of Imperial Rome and the story of Aeneas’ journey to found Rome, as narrated by the exquisite verse of Virgil.

NATURE OF THE COURSE

The course follows on from F block study, using Taylor’s *Latin to GCSE 2* supplemented by the department’s own resources. Students will have encountered much of the grammar and vocabulary required already and will be well equipped to continue the course at GCSE level. As in F Block, themes encountered in language work will be explored further in order to inspire students to understand the breadth of the subject (e.g. tales of the Roman Republic, the expansion of Rome in Italy, Hannibal, Caesar and other Roman emperors).

Additionally, students will study two set texts. This year’s prose text is a section of Apuleius’ *Golden Ass* and a short passage about Pythius, one of the ancient world’s more unsavoury characters. The verse text is one of the most famous and lauded pieces in all literature: the story of Aeneas and Dido, as told by Virgil in *Aeneid Book VI*.

ASSESSMENT DETAILS

Examination board: OCR [CLICK HERE](#)

- Language Paper: (50% of the course) – 1 hour 30 minutes
- Prose Literature Paper: (25%) – 1 hour
- Verse Literature Paper: (25%) – 1 hour

ENRICHMENT OPPORTUNITIES

Every year at Easter the department organises a Classics trip and students studying Latin will be given an opportunity to visit various landmarks of the classical world. Students will see for themselves the sites they are studying. In the Trinity term there is an E block trip to a Roman settlement in Britain. We firmly believe that getting to know classical culture on British soil and abroad puts the study of Classics into perspective and inspires students to think about the past. Junior Arnold Society also meets regularly to allow students to explore their interests further through activities and games.

ENGLISH

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

ENGLISH LANGUAGE

AIMS

The aim of the IGCSE course, generally, is to cultivate fluency in writing so that students learn to express their thoughts with grammatical accuracy and greater precision. We want students to: develop personal writing so that feelings are fully and confidently explained; take risks with creative writing so they are enjoyably experiencing new genres; and sharpen analytical skills with both literary and non-fiction texts. Students learn new technical terms which allows their analysis to be more precise and sophisticated.

NATURE OF THE COURSE

This is a course which centres on skills rather than content or knowledge. Teachers concentrate on:

- honing comprehension skills;
- introducing new technical terms, such as ‘connotations’, ‘register’, ‘anaphora’ (in addition to already well-known ones such as metaphor and simile) which allow for sophisticated discussion of unseen comprehension texts and texts from the Anthology studied for the exam;
- showing ways in which personal writing can be carefully developed (for the exam and coursework);
- offering opportunities for different kinds of creative writing.

ASSESSMENT DETAILS

Examination board: Edexcel [CLICK HERE](#)

The exam comprises:

- an unseen comprehension exercise;
- a question on an Anthology text (ten are studied for the exam);
- a comparison question between the Anthology text and an unseen text;
- a piece of personal/discursive writing, possibly in a certain genre, say, a speech, or an article for a magazine.

The coursework comprises:

- a piece of personal or creative writing;
- analysis of a poem or piece of prose from a choice of texts in the Anthology.

ENGLISH LITERATURE

AIMS

This course aims to give students the opportunity to read texts from a variety of genres in depth, making them aware of literary techniques and terminology. It also helps them articulate responses to these (and other) texts in class discussion, or in the form of essays, which demand careful structuring and the elaboration of extended argument with accurate textual exemplification. A piece of coursework allows a more extended response to a group of poems on a common theme.

ASSESSMENT DETAILS

Examination board: Edexcel [CLICK HERE](#)

The exam comprises:

- analysis of an unseen poem;
- comparison of two poems, which have been studied in advance (students study the 16 poems provided in the Anthology);
- an essay on a Modern Prose text (i.e. a C20th novel): the teacher chooses from a list of five novels.

Coursework comprises:

- an essay on a Modern Drama text: the teacher chooses from a list of five texts;
- an essay on a Literary Heritage text: the teacher chooses from a list of five texts.

ENRICHMENT OPPORTUNITIES

- The annual Rupert Brooke Competition allows students the opportunity for creative writing beyond the syllabus.
- A creative writing club which meets in Stanley House every Tuesday at 6:15pm.
- The annual Creative Writing trip which is a week-long retreat in the countryside with two professional writers.
- The brightest students might also want to come along to Landor Society, the literary society for the LXX which they are warmly invited to join.
- Teachers, depending on the students’ seeming workload and the length of the holiday, set a holiday reader so that students are reading more than simply the set texts studied in class.
- A reading list, compiled by recommendations by teachers in the department, is sent to all E and D Block students at the start of the year.
- A Junior House Debating competition happens in the Lent Term.
- Theatre trips: such as productions at the Leicester Curve and the Derngate Theatre in Northampton.
- All students are invited to take part in the annual Poetry By Heart competition. This year entrants are to recite a Carol Ann Duffy poem of their choice.

HUMANITIES

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

GEOGRAPHY

AIMS

The aims of the Geography course are to develop and apply the fundamental building blocks of geographical knowledge and establish geographical understanding of places, environments and processes. The course is designed to actively engage students in the process of enquiry, to equip them with the lifelong skills of observation, investigation, analytical thought and debate, that is, to think and study like a geographer and to develop as effective independent learners with critically reflective and enquiring minds. Over the duration of the course students come to realise the relevance of geographic concepts to our changing world and develop a framework of spatial awareness in which to appreciate the importance of places and the environment on both a local and global scale. As well as developing literacy skills through the construction of evidence-based arguments, students also get the opportunity to apply this knowledge by undertaking fieldwork that includes the collection of both primary and secondary data, presentation, analysis and the drawing of conclusions. Fundamentally, students should finish the two-year course with an appreciation of the different views of, and attitudes to, the world, its environment and its issues.

NATURE OF THE COURSE

The course develops knowledge and understanding of the Natural Environment which involves studying Hazardous Environments and River Environments. The People and their Environment element looks into Urban Environments and Economic Activity and Energy. There is also a question on Global Issues where students study Development and Human Welfare. Finally, students will be asked to answer questions on the various fieldwork investigations that they have completed over the course of the two years. This is a compulsory part of the course and there will be several days of fieldwork to support this.

ASSESSMENT DETAILS

Exam board: Edexcel [CLICK HERE](#)

Paper 1 Physical Geography - (40%)

Section A

- River Environments
- Hazardous Environments

Section B

- River Fieldwork Question

Paper 2 Human Geography - (60%)

Section A

- Economic Activity and Energy
- Urban Environments

Section B

- Urban Environments Fieldwork

Section C

- Development and Human Welfare

ENRICHMENT OPPORTUNITIES

There is a thriving Junior Geography Society that meets weekly, exploring geographical content and competing in national-level competitions of the Royal Geographical Society and Geographical Association. Students also have the opportunity to get to grips with GIS software in our dedicated computer suite. The department Twitter account @RSGeogDept helps students to become active within the department, providing access to the myriad opportunities and avenues that Geography creeps into.

There is a significant amount of crossover between the Junior Geography Society and the Senior Geography Society known as GAIA. Sixth Form students give micro-lectures to F, E and D block students once a term as well as inviting submissions from the Junior Geography Society to the geography magazine, Compass. Middle school students are also welcome to attend the lectures put on for GAIA by outside speakers.

HISTORY

AIMS

The philosophy behind the Modern World course is to test not what candidates learn by heart but what they know, understand and can do. The course, in other words, teaches skills of analysis as well as facts. Two in-depth studies, Revolutionary Russia and Hitler’s Germany, provide the core at E Block and an opportunity for focused comparative study.

The chronological and conceptual span is more expansive in the D Block, ranging from the brinkmanship of the Cuban Missile Crisis to the struggle for democratic and economic freedoms in the Middle East. There is plenty of flexibility to allow for student learning above and beyond the syllabus. Students are expected to carry out their own research programme based on textbooks, library research and intelligent use of podcast and internet sources.

NATURE OF THE COURSE

The Edexcel IGCSE possesses a strong internationalist flavour, taking in a wide sweep of global and European affairs from 1914 to the 2010s. Topics include: the Russian Revolution; the Great Depression; life in Weimar Germany; the rise of Hitler; life in Nazi Germany; and the outbreak of World War Two. Global and regional studies include: in-depth analysis of the nuclear arms race and Cold War tensions; the breakdown of European imperial structures; tensions in the Middle East and the Arab Spring. The course challenges assumptions about the international order of today through the prism of 20th-century change.

ASSESSMENT DETAILS

Examination board: Edexcel [CLICK HERE](#)

Paper 1: (90 mins.) Development of dictatorship: Germany, 1918-45; World divided: Superpower relations, 1943-72 (50%)
Paper 2: (90 mins.) Russia in Revolution, 1905-24; The Middle East: conflict, crisis and change, 1919–2012 (50%)

ENRICHMENT OPPORTUNITIES

Students have the opportunity to attend the History department’s visiting lecture series and to participate in trips to Cosford National Cold War Museum and a residential trip to Berlin, Krakow and Auschwitz in the D Block.

PHILOSOPHY & THEOLOGY

AIMS

Can religion survive in a secular society? Why is Christianity the most persecuted religion in the world? Do all religions lead to the same God?

Philosophy and Theology challenges students to consider the very nature of their existence, its origins and its possible meanings. Further to this, Philosophy and Theology is a thought-provoking and academically rigorous subject that offers both breadth and depth of learning that is unparalleled.

Philosophy and Theology allows students to gather an impressive set of skills as students are required to think critically, understand different points of view and develop an evaluative approach to learning and processing new information. The subject will complement any set of GCSE subjects and will help prepare students for their further education.

NATURE OF THE COURSE

Philosophy and Theology follows AQA Religious Studies A which covers both Judaism and Christianity, as well as having a considerable proportion dedicated to Philosophy and Ethics. Even when learning about religions there are considerable life questions to be asked. For example, is it morally right to baptise an infant who is unable to make their own religious choices?

Half of the course is dedicated to Philosophy and Ethics. Within this we discuss whether there is proof for the existence of God, the realities of science and religion working in harmony, and the notion that war can ever be justified. The subject will enable you to form substantiated, clear opinions that allow for convincing arguments.

Altogether it is a fascinating and challenging course that is a great complement to any set of GCSE subjects.

ASSESSMENT DETAILS

Examination board: AQA [CLICK HERE](#)

Paper 1 – Christianity and Judaism (50%)
Paper 2 – Philosophy and Ethics (50%)

ENRICHMENT OPPORTUNITIES

The department is reviewing and developing enrichment as it continues to develop its place within the school. We will be looking to run trips to places of worship that allow students to develop their understanding of world religions. The department will also embrace opportunities for further enrichment as they emerge throughout the year.

Junior Sidgwick Society will be running at regular points throughout the year to allow students to further expand their interests.

MATHEMATICS

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

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

COMPUTER SCIENCE

AIMS

GCSE Computer Science students are exposed to a wealth of experience and resources enabling them to develop into digitally aware, independent learners. The Computer Science department aims to teach innovative and exciting lessons to support students through the Computer Science syllabus and across related school subjects. Skills in Mathematics, Science and English are developed in addition to the core principles that form the basis of Computer Science. Students are encouraged to:

- Think creatively, analytically and logically, in and outside the classroom.
- Analyse situations in computational terms through practical experience of solving problems, including planning, developing and debugging programs.
- Understand the hardware and software that make up digital systems and how they communicate between networked and other related devices.
- Understand the impact of digital technology on individuals, businesses and the wider society.
- Work critically and promote the use of ICT during lessons and prep.
- Apply mathematical skills relevant to Computer Science.

NATURE OF THE COURSE

Software development and the teaching of fundamental programming techniques form the foundations of the GCSE course. Students will study the design of algorithms in relation to a range of problems, produce robust programs that consider computational logic and data representation, and utilise suitable integrated development environments that aid with debugging. Learners will also gain an understanding of the components that make up a computer system and the way in which hardware and software interact to form secure, networked connections. Ethical, legal, cultural and environmental implications of digital systems are investigated by students and they will consider how computational thinking aids a range of situations.

ASSESSMENT DETAILS

Examination board: OCR [CLICK HERE](#)

- Computer systems: 1 hour 30 minutes – 50%
- Computational thinking, algorithms and programming: 1 hour 30 minutes – 50%

ENRICHMENT OPPORTUNITIES

- Regular society meetings that discuss computing-related problems and a range of technological affairs: Advanced Python programming; Java development in Greenfoot and The National Cipher Challenge.
- External and internal school speakers who provide focus for further discussion and act as a source of inspiration for projects and ideas.
- Trips to exhibitions, historical sites and established businesses which give students experience of how the industry has progressed over the past century and where it will progress to in the future.

MATHEMATICS

AIMS

Whilst acknowledging the need for routine practice of algebraic and numerical skills, the Mathematics Department provides training of analytical thought and also the ability to solve problems in context wherever possible. Enrichment is provided to a wide range of students: additional support workshops take place throughout the week. Our accelerated sets regularly encounter material designed to stretch thinking towards A Level. Mathematical resilience is thus developed – we try to instil the confidence to take risks and the ability to develop elegant solutions in our students.

NATURE OF THE COURSE

The IGCSE Mathematics course is broadly split into five key areas: Number, Algebra, Graphs, Shape and Space, and Handling Data. It also provides preparation for further study though topics such as Functions, Basic Calculus and Set Theory.

ASSESSMENT DETAILS

Examination board: Edexcel [CLICK HERE](#)

The qualification comprises two papers taken in the Summer term of the D block. Both are calculator papers and all of our students take the Higher Tier. If appropriate we will suggest the Foundation Tier to some students, but this happens rarely.

Edexcel Mathematics A Paper 1H, reference code 4MA1/1H, two hours in length
Edexcel Mathematics A Paper 2H, reference code 4MA1/2H, two hours in length
Syllabus topics are split between the two papers, which are intended to be of equal difficulty.

ENRICHMENT OPPORTUNITIES

- Junior Dodgson Society
- Junior Mathematics Society
- UKMT Team Challenge
- Junior/Intermediate Mathematics Challenges
- Supported study and 1-1 support

FURTHER MATHEMATICS

AIMS

Very able mathematicians can find the material in the IGCSE course relatively straightforward. Each year, our two accelerated sets in the E and D Blocks study an enrichment qualification that deepens their understanding of IGCSE topics whilst extending into aspects of A Level Mathematics. The Further Mathematics course poses complex problems as well as more lengthy questions and contains interesting applications such as Matrices and Geometric Proof.

NATURE OF THE COURSE

The Further Mathematics course splits into six sections which are Number, Algebra, Coordinate, Geometry, Calculus, and Matrix Transformations.

ASSESSMENT DETAILS

Examination board: AQA [CLICK HERE](#)

The course is examined through two papers in the summer term of the D Block. Paper 1 is a 90-minute non-calculator paper and Paper 2 is a two-hour calculator paper.

ENRICHMENT OPPORTUNITIES

Further to the enrichment opportunities available to all IGCSE mathematicians, we offer Further Mathematics supported study sessions and Intermediate and Senior Mathematics mentoring.

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 GERMAN AND ITALIAN: Chris Brown
EMAIL: CMB@rugbyschool.net

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

MODERN FOREIGN LANGUAGES (FRENCH, GERMAN, ITALIAN, SPANISH)

AIMS

In all of the Modern Languages taught in the department, we aim to give students an enjoyable and fulfilling experience. At the end of the course, students should feel confident communicating a wide range of ideas orally and in writing and should have an excellent grounding in listening and reading. We teach students to be precise with language and to value the presentation of their work. Active learning is central to successful language teaching and so interaction plays a vital part in our lessons.

All students will find that their confidence grows in their chosen languages and that they finish the course keen to learn more. Grammar is vital for success and is taught alongside and embedded in a wide range of communicative activities. We also provide an insight into the countries where the language is spoken through film, short stories or our native speakers.

NATURE OF THE COURSE

We cover a range of language and topics, including referring to past, present and future events. We regularly go beyond these but topics on the syllabus include: everyday activities; personal and social life; the world around us; the world of work; and the international world.

ASSESSMENT DETAILS

Examination board: CAIE

French [CLICK HERE](#)

German [CLICK HERE](#)

Italian [CLICK HERE](#)

- Paper 1: Listening
- Paper 2: Reading
- Paper 3: Oral
- Paper 4: Writing

Examination board: Edexcel

Spanish [CLICK HERE](#)

- Paper 1 Listening
- Paper 2 Reading and Writing
- Paper 3 Speaking

ENRICHMENT OPPORTUNITIES

The department provides a range of opportunities for students to develop their interest in the subject: European Film Club; the UK Linguistics Olympiad; languages bake-off evenings; Onatti foreign language plays; German taster trip to Vienna (F Block); Middle School French trip to Opal Coast; Spanish Homestay to Valladolid; the Modern Languages Debating Society; advanced conversation sessions; and the chance to enter regular competitions.

OTHER LANGUAGES

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

NATIVE SPEAKERS

Whilst we are happy for students to sit a GCSE in their native language, we would sound a note of caution. We do not offer teaching in languages other than those mentioned above and so it is the student's responsibility to prepare to a suitable standard. Furthermore it is important to be aware that it is not the number of GCSEs that impresses universities but rather the quality of the grades obtained. They may be unimpressed with anything less than a Grade 9 from a native speaker. Often, therefore, it is better to spend more time concentrating on the subjects that are being undertaken on timetable.

PERFORMING ARTS

HEAD OF ACADEMIC DRAMA: Tim Coker
EMAIL: TDC@rugbyschool.net

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

DRAMA

AIMS

The GCSE in Drama at Rugby aims to inspire creativity and confidence in its students. Students develop highly sensitive communication and critical skills as theatre makers, researchers and reviewers. Throughout the course, students are given unique platforms to engage with and challenge live audiences, to debate contemporary political and social issues and to learn effective presentation skills. Through a dynamic combination of group practical work, written criticism of live theatre and the close academic study of texts – from Shakespeare to new writing – students develop a broad range of skills and an ability to discern and analyse what makes effective theatre. During the course, students will create a range of original theatre for a live audience and, through this, become more outward-looking and risk-taking, as well as being culturally, politically and socially plugged-in.

NATURE OF THE COURSE

The creation of original theatre is at the heart of this course. In the devised component, learners are assessed as actors or designers. They are asked to participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential practitioner, or a genre in a response to a stimulus. The performance is accompanied by a portfolio of supporting evidence of the devising process and an evaluation of the final work. Students also respond to scripted text through academic research, practical exploration and performance, and live theatre criticism.

ASSESSMENT DETAILS

Examination board: Edexcel [CLICK HERE](#)

Component 1: Devising Theatre – coursework – 40% of the qualification (60 marks) There are two parts to the assessment:

- a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks)
- a devised performance/design realisation (15 marks)

Component 2: Performing from Text – practical performance – 20% of qualification (48 marks)

- Students will either perform in and/or design for two key extracts from a performance text in groups
- Externally assessed by visiting examiner

Component 3: Theatre Makers in Practice – written examination of 1 hour 30 minutes - 40% of the qualification (60 marks)

Section A: Bringing Texts to Life (45 marks)

- This section consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text

Performance texts are not allowed in the examination as the extracts will be provided

Section B: Live Theatre Evaluation (15 marks)

- This section consists of two questions requiring students to 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*

ENRICHMENT OPPORTUNITIES

All GCSE students are encouraged to attend the weekly drama clubs and to audition for school productions. Many opt to undertake LAMDA lessons. Theatre trips take place up to twice a term and these carry an additional charge. Members of the department are available throughout the week to support students as they work on particular aspects of the course.

MUSIC

AIMS

Students who study Music GCSE develop three main skill areas: performance; composition; and listening. In composition, students learn the fundamental skill of creating musical ideas, developing them and presenting them as a score. These can be in any musical genre. In performance, students further develop their instrumental control, as well as their ability to communicate expression. In listening, students learn about a range of genres including Western classical music and music from around the world.

NATURE OF THE COURSE

Students develop their knowledge of the rudiments of music (time signatures, key signatures, instruments, compositional devices and other musical features) through listening to a wide variety of music and studying scores. By the end of the course, and as required by the exam, students can identify the musical era of any classical work and a likely composer through their ability to analyse the compositional features of the pieces presented to them. Students will also learn how to recognise music from around the world, identifying its country of origin and stylistic features. Understanding of music theory and skills in aural discrimination are also developed through the course, which supports their skills in performance on their instrument of choice. One set work is studied each year, enabling greater depth of analysis.

ASSESSMENT DETAILS

Examination board: CAIE [CLICK HERE](#)

- 30% performance coursework (4 – 10 minutes in total; one solo and one ensemble performance, roughly grade V, recorded towards the end of the second year of the course)
- 30% composition coursework (two contrasting pieces of free compositions in different styles and for different voices/instruments)
- 40% listening exam (a series of short answer questions based on unknown classical and world music, with one section on the set work)

ENRICHMENT OPPORTUNITIES

- Visits to see set works in concert where performance schedules/school timetable permit, or performances arranged in school (played by school ensembles).
- Enrichment including: Composers club; GCSE Music supported study session; Aural training sessions; and Grade V Associate Board theory lessons.
- Musical ensembles: 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.

Music scholars should consider the prospect of choosing double music. That is, music as a GCSE and music as an additional option in which to schedule as many instrumental lessons as possible.

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 21st-century is set to be dominated by advances in Biology. Life sciences play a key role in tackling global challenges that our students will face in their adult lives. The IGCSE in Biology develops an interest in and understanding of the living world so that our students can develop into biologically literate global citizens and lays the foundations for them to become leaders in the Life Sciences. We aim to deliver the course content through practical work as far as is possible, teaching the key principles of the scientific method. We believe this approach builds transferable skills that encourages our students to view the world in a critical way and develops resilience and creativity in the pursuit of solutions to problems.

NATURE OF THE COURSE

The course is divided into five sections. The nature and variety of living organisms covers the characteristics of all living organisms and compares the major groups. Structures and functions in living organisms illuminates unifying themes in Biology as the process of diffusion by investigating the major organ systems of humans and plants. Reproduction and inheritance deals with one of the ways in which information is passed from one generation to the next, how this process leads to variation and therefore how species can evolve through time. Ecology and the environment investigates the interactions between organisms and the physical world, including the impact of humans. Use of biological resources looks at how humans use their knowledge of biological systems to their advantage and introduces students to controversial technologies such as cloning, an issue students may have to vote on in their adult lives.

ASSESSMENT DETAILS

Examination board: Edexcel [CLICK HERE](#)

The content is assessed over two written papers at the end of the course.

- Paper 1 is 120 minutes and counts for 61.1% of the qualification.
- Paper 2 is 75 minutes and counts for 38.9% of the qualification.

ENRICHMENT OPPORTUNITIES

Students are encouraged to:

- Attend the weekly evening showing of a Biology-related documentary.
- Attend the guest lectures from active scientists and related professionals.
- Learn about the care and handling of our pair of Royal Pythons.
- Take part in national Biology competitions such as the Biology Challenge run by the Society of Biology.
- Attend a Biology-related trip offered in the F and E blocks.

CHEMISTRY

AIMS

The world-renowned scientist Richard Feynman was once asked for the sentence that has advanced humankind the most. He immediately replied: “All things are made of atoms.” Atoms are the building blocks of Chemistry and this is how our course begins. 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 adept at applying new ideas in new and exciting contexts.

NATURE OF THE COURSE

The Chemistry Department offers the Pearson Edexcel International GCSE. This syllabus is well established and universally recognised. The course is taught over both the E and D blocks, with introductory groundwork taking place in the F block. Each class receives three lessons per week.

Chemistry is divided into three parts:

1. Organic Chemistry is the study of carbon containing molecules. This encompasses a range of substances from fuels and plastics to perfumes and flavourings.
2. Physical Chemistry involves the application of mathematical skills to chemical contexts. Students are able to use calculations to predict chemical measurements.
3. Inorganic Chemistry is the holistic study of the periodic table. Nobel Prize winning work from the early 20th century is used to explain trends and predict properties.

ASSESSMENT DETAILS

Examination Board: Edexcel [CLICK HERE](#)

The course is examined across two written papers that are both taken at the end of the D block. 38–42% of the questions assess basic skills: knowledge and understanding. An equal weighting is given to more advanced skills: application, analysis and evaluation. The remaining written questions (19-21%) are based around experimental work. Students perform regular experiments throughout the course.

ENRICHMENT OPPORTUNITIES

We encourage students to think about the subject in context. This improves their overall chemical aptitude, as well as informing Sixth Form subject choices. The following popular books are recommended. All are available from the school library:

Parsonage, Max:	<i>A Simple Introduction to Chemistry</i>
Bryson, Bill:	<i>A Short History of Nearly Everything</i>
Emsley, John:	<i>Elements of Murder</i>
Dawkins, Richard:	<i>The Magic of Reality</i>

In addition to this, students are invited to attend regular guest lectures from active scientists and related professionals. Recently, this included the Nobel Prize winning chemist Sir Fraser Stoddart. The Department also invites D block students to attend the training sessions for a national competition called the Cambridge Chemistry Challenge.

PHYSICS

AIMS

The IGCSE Physics course will develop students’ logical and problem-solving skills and ability to apply mathematical skills in a variety of physical contexts. During the course they will gain an understanding of the key concepts of forces: energy, waves and electricity which underpin all of Physics and begin to apply these in situations including fluids and nuclear processes.

Throughout the course students will be developing practical skills in manipulating apparatus and data collection alongside interpreting relationships and understanding the limitations of data in developing conclusions. Students will gain an insight into the physical laws that underpin our universe on the smallest and largest scales. The department encourages students to read beyond the IGCSE syllabus and teachers will often expose the students to areas of Physics which they would encounter in the Sixth Form or at university.

NATURE OF THE COURSE

The Edexcel IGCSE course has been split into seven sections: Forces and Motion, Electricity, Waves, Energy, Solids, Liquids and Gases, Magnetism, Electromagnetism and Particles. Students will participate in a large number of experiments throughout the course and at the end of each topic they will sit an exam which comprises past paper exam questions and marked using exam board mark schemes.

ASSESSMENT DETAILS

Examination board: Edexcel [CLICK HERE](#)

Paper 1: (66.7%) – 2-hour exam covering the core Physics content. It consists of structured questions which will be calculations or written explanations, along with a small number of multiple choice questions.

Paper 2: (33.3%) – 1-hour exam consisting of structured questions which will be calculations or written explanations, along with a small number of multiple choice questions.

The two exam papers will include some questions based on the practical work and experiments done throughout the course.

ENRICHMENT OPPORTUNITIES

- GCSE Astronomy for selected E Block students.
- F Block Mission to Mars enrichment and trips to the National Space Centre.
- Hawking Physics Society for E and D Block students run by LXX students.
- Academic support sessions.
- D Block tutorials for selected D Block for the Physics Challenge exam.

SPORTS SCIENCE

AIMS

In the Sports Science department we aim through the E and D Block, to develop students’ ability to plan, execute, analyse and improve all aspects of both theoretical and practical performance. We hope to encourage in-depth knowledge, skills and understanding of a range of relevant physical activities as well as an understanding of effective and safe performance. More broadly, we work with students to establish an understanding of the role of sport and physical activity in society and in the wider world. In the long term we hope students develop a desire for advanced study in Sports Science.

NATURE OF THE COURSE

The GCSE Sports Science course will equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance;
- understand how the physiological and psychological state affects performance in physical activity and sport;
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics and strategies;
- develop their ability to analyse and evaluate to improve performance in physical activity and sport;
- understand the contribution which physical activity and sport make to health, fitness and well-being;
- understand key socio-cultural influences which can affect people’s involvement in physical activity and sport.

ASSESSMENT DETAILS

Examination board: OCR [CLICK HERE](#)

Component 1 – 1 hour written paper on factors affecting performance (30%)

Component 2 – 1 hour written paper on social, cultural and sports psychology (30%)

Component 3 – Coursework component consisting of three practical activity assessments and an evaluating performance written task (40%)

ENRICHMENT OPPORTUNITIES

- Attendance at games sessions and extra-curricular clubs/activities to further personal performance in students’ main assessed activities.
- Attendance at lectures given by visiting speakers with a background in sport.
- Trips such as a visit to Loughborough University.
- Weekly supported study sessions.
- Use of the online virtual learning environment ‘Everlearner’.

BEYOND EXAMINATIONS

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

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

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

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

HIGHER EDUCATION AND CAREERS

The aim of the Careers Department is to prepare students for the transition into Higher Education and the world of work by building their Professional Profile whilst in school and by allowing them to explore a full range of options for their future. There is a team of Careers Advisors based in the Collingwood Centre who are able to offer one-to-one meetings, interviews and support to students during their time at Rugby School, and teachers and tutors also play a vital role in encouraging students to think ahead and build the skills necessary to be irresistible to future employers. The Head of the Careers and Higher Education department gives regular presentations to parents throughout their child's journey through the School.

Details of courses offered by outside organisations are advertised to students, and a growing awareness of future possibilities is fostered as students move through the School. D block students and above are invited to attend the School's Law, Medical, Engineering and Psychology Societies which helps with considering future options.

Every two years the school hosts an extensive Careers Convention, where students are able to speak to a wide range of people about their day-to-day role. Students also have the opportunity to volunteer to engage with employers to work on real projects throughout their E block year.

As would be expected, the degree of contact a student has with the Careers Department increases as they move further through the school and in the Upper School students have timetabled lessons. They explore a wide range of future options and make their university applications. A number of visiting speakers from a number of universities, ORs and employers are also invited to help each individual to make decisions about their future.

In the D Block students are offered Psychometric Profiling (Morrisby) to help them to recognise their strengths, interests and aptitudes and suggest a wide variety of Career areas to explore which may be a good fit. The profiling is followed up in School by tutors and with a one-to-one interview with an Independent Careers Adviser. The profiling is timed and structured to help students to choose A level subjects appropriate to their future career paths.

On the morning of Speech Day the School hosts a GAP and Higher Education Fair for Rugby School students and their parents. Leading universities are represented with information about universities both in the UK and elsewhere in the world. Organisations providing both long and short GAP year placements attend as well as leading employers who offer either school leaver internship or training opportunities.

At the end of the D Block year each student is expected to arrange at least two weeks of work experience in an area of interest to them, and in the summer of the E or D block students are encouraged to take part in the national NCS scheme.

DIVINITY

AIMS

Divinity is the term we use at Rugby for Spiritual Development. This happens in every part of our communal life, with Chapel, Campus and Classroom each making their contribution. Divinity helps students to become self-reflective, inquisitive, tolerant, empathetic and well-informed, thus building their personal strength and resilience and forming them into better citizens and better people. Its main, but not sole, pillar is Christian faith grounded in real life, broad and tolerant.

NATURE OF THE COURSE

The E Block course examines the seven major world views: Atheism; Theism; Deism; Nihilism; Polytheism; Pantheism; and Postmodernism. Examples of religious and non-religious teachings are studied in detail. Beliefs and practices are learned in their contexts and related to current affairs. In the D Block we make a study of Ethics in theory and in practice.

There is no examination in Divinity – when the subject is Spiritual Development, life itself is the exam. There is only one assessment criterion – a life well-lived. To this end, the course encourages not just reflection but self-expression, with students having opportunities to ask questions and engage in debate. The absence of formal assessment allows freedom of thought and expression, intellectual risk-taking and the experience of changing one’s mind on the basis of new evidence.

ENRICHMENT OPPORTUNITIES

Divinity in the classroom is just one aspect of Rugby’s vision for Spiritual Development. It is complemented by the rhythm of regular worship in Chapel; by the Chaplains’ ministry within the community; and by the whole moral, spiritual and ethical framework on which our school is built.

Specific enrichment opportunities include voluntary groups such as Christian Forum, Junior and Senior Bible Studies and informal meetings at the Chaplains’ homes but our aim is that the entire experience of being a member of the community of Rugby School should be an enriching one, rooted as it is in tradition yet responsive to the present, steeped in the timeless traditions and values of the Christian faith. In such a community we learn a confidence that is not arrogance, humility that is not timidity and the resilience which comes from honest self-reflection and a selfless attitude of service to others.

LEARNING DEVELOPMENT

Learning Development classes may be chosen by students for whom it is appropriate as one of the options in the E Block. In some cases, Learning Development may be taken instead of the compulsory modern language. In such cases, application must be made directly through the Deputy Head Academic.

Although it is primarily intended for students with dyslexia / specific learning difficulties, or for foreign speakers, Learning Development is also available to those students whose teachers feel they need additional support. There is no additional charge for these lessons as they are in option time.

SPECIFIC LEARNING DIFFICULTY

The focus of specialist tuition is on advancing literacy and learning skills, the aim being to raise the standard of written work so that it more fairly reflects underlying ability.

- A structured programme of work is followed which is adapted to meet individual student needs.
- All students are encouraged to develop a better awareness of how they learn most effectively, so that they have greater control over managing their learning, enabling greater independence.
- Work covered in Learning Development lessons should be reflected in progress across all subjects. In order to make learning more effective and realistic, tuition is, wherever possible, based on (or related to) current assignments.
- Support and advice on coursework are an important part of our work, especially in the D Block.
- Considerable emphasis is placed on building confidence and improving self-esteem.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

If English is not your first language and you need some help, then you should choose Learning Development (EAL) as an Option, or instead of a Modern Language. If EAL is chosen in place of a language, application should be made directly through the Deputy Head Academic.

- We discuss many different topics so that you quickly improve your pronunciation and range of vocabulary and get used to asking questions and giving your opinion.
- We watch videos and listen to tapes to improve your comprehension and ability to take notes.
- We practise writing in different styles and layouts so that you are able to write essays and reports for your other subjects.
- We concentrate on developing your essay technique so that you can plan and structure your coursework.
- We work closely with your English teacher and provide additional support to help you with your English GCSE literature and Media coursework.

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 young people 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.

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.

NATURE OF THE COURSE

Our Floreat curriculum is based on the PSHE Association’s Programme of Study. In the E and D Block, Floreat is delivered by tutors and is complemented with a wide variety of outside speakers, who cover subjects such as drug awareness, life choices, responsibility and relationships.

ACADEMIC ENRICHMENT

There is a considerable range of subject-specific academic enrichment available to our E and D Block students; however, we also run a core academic enrichment programme that all E and D Block students are encouraged to participate in.

In the E Block this takes the form of a series of career-related challenges that allow students to apply their academic learning to real-life situations and to get a taste of what life in the workplace will involve. In the D Block, students are invited to write an academic paper and to participate in an academic conference. This is an experience that we hope will give insight into life in the Sixth Form and higher education.



RUGBY SCHOOL

Rugby School, Rugby, Warwickshire, CV22 5EH

TELEPHONE: +44 (0)1788 556 216

EMAIL: enquiries@rugbyschool.co.uk

www.rugbyschool.co.uk

 [@Rugbyschool1567](https://twitter.com/Rugbyschool1567)  [RugbySchool1567](https://www.facebook.com/RugbySchool1567)  [rugbyschool1567](https://www.instagram.com/rugbyschool1567)