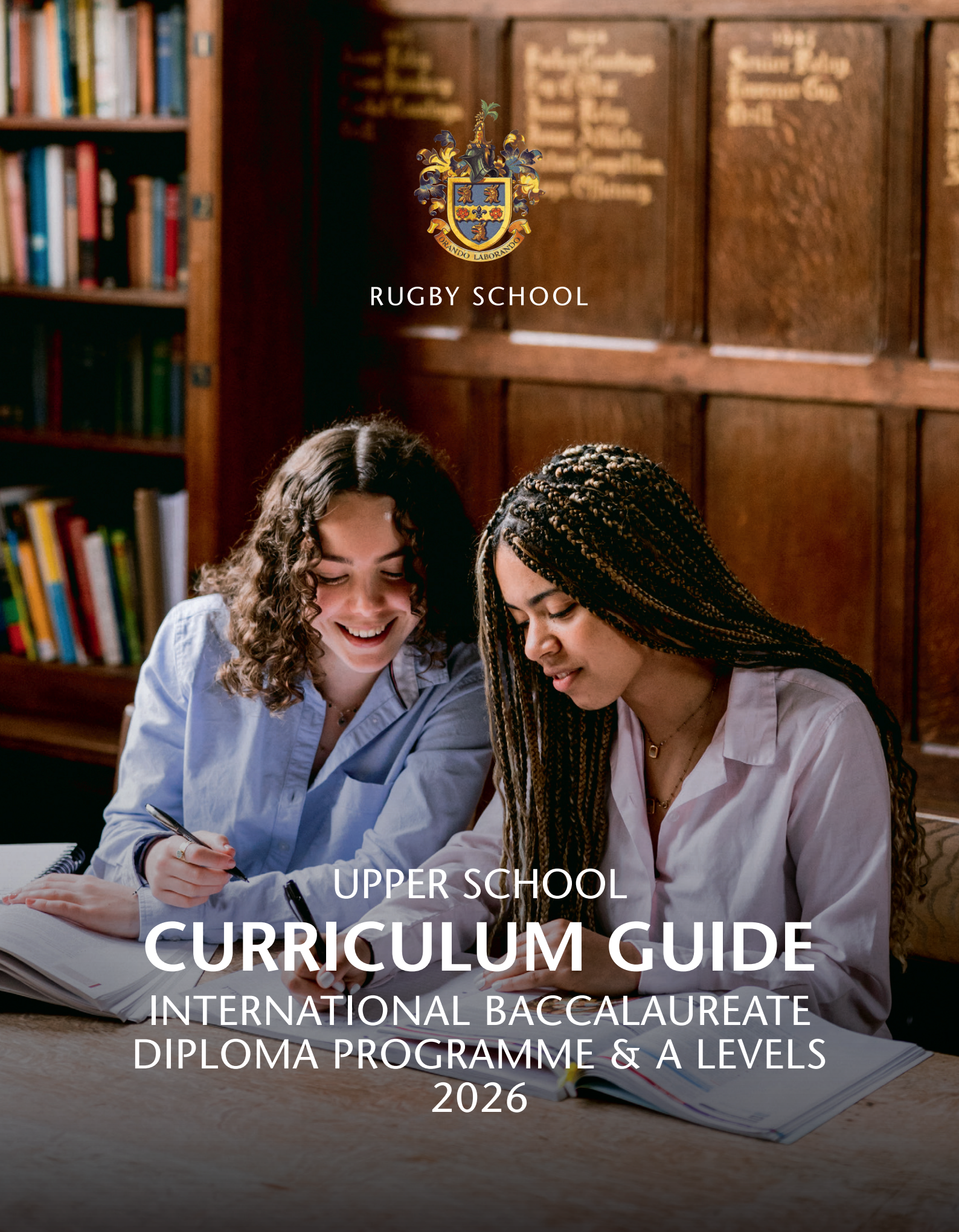

RUGBY SCHOOL

UPPER SCHOOL

CURRICULUM GUIDE

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME & A LEVELS

2026

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 follow a curriculum, choosing the route that 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, and to develop ideas independently and collaboratively. Departments strive to push students beyond their perceived limits. Those with the interest and ability necessary to apply 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 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 has provided more detailed information on specific courses available. We hope you will find this a useful resource for planning your next step.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP)

OVERVIEW

The IB Diploma is well established at Rugby School with our first cohort receiving results in July 2023. In addition to aligning perfectly with our ethos, students who have taken the Diploma Programme have achieved outstanding results, confirming our view that it is the best choice for the majority of our students. Although the IB Diploma may be less familiar, we are sure it is well worth investing time in understanding this world-class curriculum.

ETHOS

The IB Diploma is a holistic and balanced curriculum designed to allow students to thrive at university and in the world of work. The IB Diploma develops broad and deep subject-specific knowledge and exposes students to a wide range of academic skills. It equips students to think critically and to adopt a curious and open-minded approach to the world. Beyond the purely academic, the IB Diploma aims to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

STRUCTURE OF THE IB DIPLOMA

The IB Diploma is graded out of a total of 45 points. Students take six academic subjects, each graded from 7-1. Three subjects are taken at Higher Level (treated as equivalent to A levels by universities) and three at Standard Level. The remaining three points come from the IB Core.

SUBJECT CHOICES

Students must choose one subject from groups 1-5 and one free choice from Groups 2,3,4 or 6:

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

It is important to recognise that excellence in all six subjects taken for the IB Diploma is not expected. University offers allow for the fact that students may well find one subject more challenging. Many Russell Group universities offer places at the 36-38 point mark with even the most competitive rarely offering above 41.

Higher Level subjects provide the opportunity to explore subjects in significant depth, while Standard Level subjects maintain breadth and ensure the development of skills and competencies that are crucial for future success.

THE CORE

A compulsory component of the IB Diploma, the Core comprises:

- Theory of Knowledge (TOK): weekly lessons which encourage students to explore the nature of knowledge culminating in a 1500-word essay and an exhibition based on three objects.
- The Extended Essay: a 4000-word research project on a question of the student's choice.
- CAS (Creativity, Activity, Service): gives credit for participation in the co-curricular activities that are part of life at Rugby School.

ASSESSMENT

The IB Diploma is assessed in a variety of ways. Each subject has a coursework (Internal Assessment or IA) component. These take many forms, including essays, experiments, projects, portfolios, oral presentations and exhibitions. Completing coursework allows students to 'bank' between 15 and 25% of the grade in each subject. IB Diploma students take examinations in every subject (except Music, Visual Arts, Theatre) at the end of the course in May with results published at the beginning of July.

WHAT ARE THE ADVANTAGES OF THE IB DIPLOMA?

ETHOS AND PERSONAL DEVELOPMENT

The Diploma is a holistic curriculum. Students who take the IB Diploma will develop an enquiring habit of mind and a habit of thoughtful action that no other post-16 qualification requires. By studying three Higher Level and three Standard Level subjects, students develop a broad range of academic and personal skills as well as rigorous in-depth 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 Diploma study are exactly those required by 21st-century employers.

PRACTICAL BENEFITS FOR THE NEXT STAGE

The IB Diploma is well suited to all levels of prior attainment. Our experience has shown that university offers for students studying the IB Diploma are more accessible and that it allows the very best students to showcase their wide skills and deep knowledge base.

WHAT DO UNIVERSITIES THINK OF THE IB DIPLOMA?

Our experience suggests that UK universities make offers that are more accessible to IB students, supporting anecdotal evidence that university tutors feel that IB students are better equipped to thrive at university than their A level counterparts.

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

At Rugby School, 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 (ie two Mathematics courses and two other subjects). There is also 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.

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).

ASSESSMENT

A level courses are assessed through linear examinations. Some have coursework components but this varies from one subject to another; most do not. The form that coursework and examinations take is dependent on the subject but reflects the skills important for that area of study. Public examinations take place during May and June and results are published in mid-August.

WHAT ARE THE ADVANTAGES OF A LEVEL?

A levels allow a free choice of subject so that three humanities subjects, three sciences or three creative subjects can be taken which is not possible within the IB Diploma. A levels also allow Mathematics to be taken at a higher level (Further Mathematics) which can provide an advantage if applying for Mathematics degrees or quantitative science/engineering degrees at Oxford or Cambridge requiring highly mathematical entrance tests.

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.

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 universities 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 Futures Advisory Service, 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 the opportunity to speak with those teachers too.

The Futures Advisory Service, 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 in 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; 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.

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.

NB While we aim to offer as much choice of subjects as possible, we cannot guarantee to provide a subject if the number of students who choose it is very low. 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 half-term in the Advent term of the LXX year; however, it would be rare for a student to make subject changes after the first Exeat weekend in the Advent term.
NB 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.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

CONTENTS

International Baccalaureate Subjects

IB DIPLOMA PROGRAMME CORE

THEORY OF KNOWLEDGE

AIMS

Theory of Knowledge (TOK) is a course in critical thinking and asks students to enquire into the process of knowing, rather than 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?" 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 1600 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 through which they develop intellectual initiative and rigour as well as research, thinking, self-management and communication skills. Students engage in reflection in order to understand the process they have undertaken to produce a well-formed, thought-out and insightful piece of academic research.

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 methods necessary to answer it. The second element is the process of academic writing. Students write a 4000 word essay in response to their question. They will need to learn about and use appropriate academic formatting. The final element is reflection. Students are 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 is 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. Students lead on one CAS project which is an opportunity to develop their interests, skills and talents, working collaboratively with other like-minded peers.

ASSESSMENT

Students are assessed through their portfolio, which is a record of their CAS experiences. The portfolio and project are reviewed by the CAS co-ordinator and then by the IB.

GROUP 1:
STUDIES IN LANGUAGE & LITERATURE

ENGLISH LITERATURE: Tom Eyre-Maunsell
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GERMAN LITERATURE: Chris Brown
EMAIL: CMB@rugbyschool.net

LITERATURE & PERFORMANCE: Tom Eyre-Maunsell
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MANDARIN LANGUAGE & LITERATURE: Amy Zhang
EMAIL: AZ@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 *The Tempest*, Coetzee's *Waiting for the Barbarians*, DeLisle's graphic novel *Factory Summers*, Sophocles' *Antigone*, Soyinka's *Death and the King's Horseman*, and Elizabeth Bishop's poetry but you are also likely to encounter contemporary poets such as Roger Robinson 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 mins
- Paper 1 (unseen commentary) – 1h 15mins
- Paper 2 (essay comparing two works studied) – 1h 45mins

Higher Level:
- Individual Oral – 15 minutes
- Paper 1 (unseen commentary) – 2h 15 mins
- Paper 2 (essay comparing two works studied) – 1h 45mins
- Higher Level Essay (Coursework) – 1500 words

GERMAN LITERATURE
Standard & 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

Standard Level:
- Individual oral – 15mins
- Paper 1 Unseen Commentary – 1h 15mins
- Paper 2 Comparative Essay (1h 45 mins)

Higher Level (at least 13 works):
- Individual Oral – 15 minutes
- Paper 1 Unseen Commentary – 2h 15mins
- Paper 2 Comparative Essay – 1h 45mins
- Internal Assessment: Higher Level Essay (1500 words)

For further information, CLICK HERE

**Native speakers of German could choose this course in conjunction with English 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.

NATURE OF THE COURSE
The course revolves around three areas of exploration— the nature of the interactions between readers, writers and texts; how texts interact with time and space; intertextuality; and how texts connect with each other.

ASSESSMENT DETAILS
External Assessment 60%
- **Comparative essay 30% 1h 45mins**

The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course, e.g. *Midden Witch* by Fiona Benson or F.Scott Fitzgerald's *The Great Gatsby*.

- **Written assignment 30% 30hrs**

In an essay of no more than 2000 words, students critically examine an extract from a dramatic work that they have explored through performance, eg *Twelfth Night* by William Shakespeare. They analyse how the dramatic features of the extract were staged through their own individual performance choices.

Internal assessment: 40%
This component consists of two compulsory parts.

Transformative performance: (10mins)
- Students transform an extract from a non-dramatic literary work, such as a short story by Haruki Murakami, into a piece of theatre. This piece of theatre is then performed to a live audience.

Individual oral: (15mins)
- Students complete an individual oral in which they explain their process of transforming the extract into performance.

Both parts are internally assessed by the teacher and externally moderated by the IB at the end of the course.

MANDARIN LANGUAGE & LITERATURE
Standard Level

AIMS
In this course, you will study the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. The aim is to foster a lifelong interest in and enjoyment of language and literature.

NATURE OF THE COURSE
The course is organised around three broad areas of exploration: 'Readers, Writers and Texts'; 'Time and Space'; and 'Connecting Texts'. You will study at least four literary works and a selection of non-literary works of varying text types from a variety of places, cultures and/or times. Through close textual analysis, students will become confident in recognising key textual and rhetorical features and how these create or affect meaning. Students will examine how cultural conditions can affect language and how these conditions are a product of language. Students will also learn to appreciate similarities and differences among diverse texts.

ASSESSMENT DETAILS
- Paper 1: Guided analysis of unseen non-literary passage from different text types (1h 15mins).
- Paper 2: Comparative essay based on two literary works (1h 45mins).
- Individual Oral: Prepared oral response on the way that one literary work and one non-literary body of work studied have approached a common global issue (15mins).

This course is designed for native speakers of Mandarin.

GROUP 2:
LANGUAGE ACQUISITION

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GERMAN: Chris Brown
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ITALIAN: Beatrice Parolin
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MANDARIN: Amy Zhang
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SPANISH: Katie Adams
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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, while Higher Level students also produce an original piece of their written Greek.

ASSESSMENT DETAILS
- Paper 1 Unseen Translation (1h 30mins)
- Paper 2 Literature (1h 30mins)
- Research Dossier – internally assessed
- Composition (HL only) – 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, while Higher Level students also produce an original piece of their written Latin.

ASSESSMENT DETAILS

- Paper 1 Unseen Translation (1h 30mins)
- Paper 2 Literature (1h 30mins)
- Research Dossier – internally assessed
- Composition (HL only) – internally assessed

AB INITIO LANGUAGES: GERMAN & ITALIAN

Standard Level

AIMS

This course is designed for students with no prior experience of learning the target language*. Students will develop the skills needed to communicate effectively in a variety of everyday situations. The course focuses on the acquisition and use of language across different contexts and for a range of purposes, while also fostering 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. Grammar is taught in context, following the language-specific syllabus, and is embedded in communicative activities to support effective language use.

By the end of the course, 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 (1h 45mins) – 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 FOREIGN LANGUAGES: FRENCH, GERMAN, ITALIAN, MANDARIN & SPANISH

Standard & Higher Level

AIMS

Students develop the ability to communicate in the target language through studying language, themes and texts. 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 Standard Level language course is 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 aim to advance their language skills in greater depth and with a higher 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 fundamental to success at both Standard and Higher levels. 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, ie 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: Lee Roche
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GEOGRAPHY: Leanne Milner
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PHILOSOPHY: Amanda Parker-Jones
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GLOBAL POLITICS: Paul Teeton
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PSYCHOLOGY: Rachael Cave
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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 wellbeing, 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 enquiry, 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 (1h 15mins). An extended response paper drawing upon concepts from the entire syllabus.
- Paper 2 (1h 45mins). 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 (1h 45mins). 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 which investigates the interactions between individuals, societies and physical processes over both time and space. It also considers the way in which people adapt and respond to change and evaluates actual and possible management strategies associated with such change. Geography is distinctive in its spatial dimension and occupies a unique middle ground between the humanities and the 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.

Students value the inter-disciplinary characteristics of the course, with its wide-arching applications in a number of other IB subjects. Lessons develop independent critical and reflective thinking combined with a collaborative and globally-minded approach to understanding the human and physical world.

All students study: Population Distribution; Global Climate; and Global Consumption and Security. They also study two of the Geographic themes: Freshwater and Geophysical Hazards. Students of geography also complete an internal assessment, which is an investigation into how river characteristics change moving downstream.

Higher Level students will also study an additional Geographic theme on Food and Health and three core extension topics: Power, Places and Networks; Human Development and Diversity; and Global Risks and Resilience.

ASSESSMENT DETAILS
- Paper 1: 1h 30mins (SL) or 2h15 mins (HL). This paper covers the optional topics.
- Paper 2: 1h 15mins. This paper covers the core topics.
- Internal Assessment: 2500 words based on the investigation into river characteristics.

Higher Level only:
- Paper 3: 1h. This paper will cover the extension topics.

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

PHILOSOPHY
Standard & Higher Level

AIMS
The aim of Philosophy IB is to study and critically engage with the biggest questions that are at the heart of humanity. What is it to be human? How should I act in society? The course analyses the work of famous philosophers, but the focus is on students 'doing philosophy' in crafting and presenting their own philosophical responses.

NATURE OF THE COURSE
1. 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.
2. The optional topic (for HL and SL) is Ethics. This topic asks students to consider whether there is a way to perfect the art of ethical decision making.
3. The HL additional optional theme is the Philosophy of Religion which considers philosophical arguments for the existence of God, religious language and experience.
4. All students write a 2000-word essay, using a title they design themselves from a stimulus. They also study the set text – Charles Taylor's *The Ethics of Authenticity* – which requires students to consider the ideal of authenticity and whether it can be attained.
5. Higher Level students are also able to engage with an extension task that asks them to explore 'Philosophy and contemporary issues' including technology and the environment.

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: One question to answer 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 of a philosophical nature relating to their study of philosophy and the environment or philosophy and technology and they must write an essay that engages both with the text and with their experience of doing philosophy; its nature, function, meaning and method. (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 Topics (1h 15mins).
- Paper 2: Extended Response Questions on the four Core Topics (2h 45mins for Higher Level and 1h 45 mins for Standard Level).
- Internal Assessment: Engagement Activity (2000 words).

Higher Level only:
- Internal Assessment: Global Political Challenges presentations (two 10-minute video presentations).

PSYCHOLOGY
Standard & Higher 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 enquiry 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 new IB Psychology curriculum (first exam in May 2027) centres around four key **contexts**: *Learning and Cognition*, *Human Relationships*, *Health and Wellbeing*, and *Human Development*. These contexts guide students in exploring psychological concepts through relevant real-world themes. The course encourages a deep understanding of how behaviour and mental processes develop and change across different life stages and social settings.

Six fundamental **concepts** are embedded throughout the curriculum to enhance critical thinking: *bias*, *perspective*, *measurement*, *causality*, *responsibility*, and *change*. These concepts help students analyse psychological research and theories, understand the complexity of human behaviour, and consider ethical implications.

To develop practical skills, students engage in four main types of **class practicals**: *experiments*, *questionnaires*, *interviews*, and *observations*. These activities allow students to apply research methods, collect and analyse data, and critically evaluate findings within different contexts. The **Internal Assessment** builds on these experiences, requiring students to design an empirical investigation which links to a local issue of their choosing.

Overall, the curriculum fosters an integrative approach, combining theoretical knowledge with hands-on research. It encourages students to think scientifically about psychology while considering ethical responsibilities and the dynamic nature of human behaviour across learning, relationships, wellbeing, and development.

ASSESSMENT DETAILS
- External assessment consists of three papers. **Papers 1 and 2** are both worth 35% of the SL and 25% of the HL final grade. These exam papers are the same for HL and SL.
- Paper 1 assesses the integration of contexts, concepts, and content.
- Paper 2 assesses the application of concepts and content to research contexts.
- Paper 3 is only for HL and is worth 30% of the final grade and assesses students' data analysis skills and ability to interpret research data.
- The **internal assessment** is a research proposal. The IA should take up to 20 hours to complete and is worth 24 marks. It is 30% of the final SL grade and 20% of the final HL grade.

ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS)

Transdisciplinary Subject Groups 3 & 4

Standard Level

AIMS

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and 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; therefore, it can suit students who enjoy sciences and use this to complement Biology, Chemistry or Physics. It is also a popular choice for students looking for their science to be a more applied option. If students choose this as their Group 4 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.
ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts.

Topics studied include:

- Foundations of Environmental Systems and Societies
- Ecosystems and Ecology
- Biodiversity
- Water
- Land
- Atmosphere and Climate Change
- Natural Resources
- Human Populations

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: Lisa Bell
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DESIGN & TECHNOLOGY: Jennifer White
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BIOLOGY: Paul Gillam
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SPORTS, EXERCISE & HEALTH SCIENCE: Henry Chamberlain
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COMPUTER SCIENCE
Standard & Higher Level

AIMS
The Computer Science course aims to enable students to: use computational thinking to design and implement solutions to local and global problems; acquire and apply a body of knowledge and techniques that characterise Computer Science; approach unfamiliar situations with creativity and resilience; analyse and evaluate solutions developed through computational thinking in a range of contexts; develop awareness and understanding of the environmental, economic, cultural and social impact of computer science, its applications and ethical implications; evaluate the impact of emerging technologies in computer science.

NATURE OF THE COURSE
The course is organised into two key themes:
- Concepts in computer science - focusing on how computing systems work.
- Computational thinking and problem-solving - focusing on how we can use computing systems to solve real-world problems. This will include coding in Python.

There is also an additional case study, unique each year, that will be covered by the students.

The course has a practical dimension, comprising the computational solution (internal assessment) which builds upon the subject knowledge and Python programming skills acquired at GCSE level Computer Science. It is therefore important that students wishing to opt to study IB Diploma Computer Science, who do not have this prior knowledge, contact the department in advance to discuss.

ASSESSMENT DETAILS
- Paper 1 – "Concepts in computer science" – content and questions related to the case study (2h for Higher Level and 1h 15 mins for Standard Level).
- Paper 2 – "Computational thinking and problem-solving" – content (2h for Higher Level and 1h 15 mins for Standard Level).
- Internal assessment: Students develop a computational solution to a real-world problem of their own choosing. The solution uses the concepts, skills and tools acquired in the course and the computational thinking process. This contributes 20% for Higher Level students and 30% for Standard Level students to the total marks for the course.

DESIGN & TECHNOLOGY
Standard & Higher Level

AIMS
The IB Design & Technology course is 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 & 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%)

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: 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; and 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. Both Higher Level and Standard Level courses are organised into four themes: Unity and Diversity; Form and Function; Interaction and Interdependence; and Continuity and Change. Students are encouraged to make links between topics along these thematic lines.

Practical work is an integral part of the two-year course and students follow a programme of experimental and investigative work that helps to build the skills required for the internal assessment.

The internal assessment will be completed early in Advent term of the XX and will be a lab-based investigation.

ASSESSMENT DETAILS

At both Standard Level and Higher Level, students will be assessed internally through their internal assessment and externally in written exams taken at the end of the XX.

1. Two written papers:
- Paper 1: weighting: 36% (multiple choice and data-based questions)
- Paper 2: weighting: 44% (data-based questions and extended response questions)

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

CHEMISTRY

Standard & Higher Level*

AIMS

Chemistry is the study of all substances and how they undergo changes. As the central science, Chemistry is underpinned by a dynamic range of skills, particularly the ability to apply knowledge, analyse information, and evaluate results. As the course progresses, our students cultivate a propensity for critical, clear, and agile thinking. Ultimately, the department aims to nurture a generation of open-minded enquirers who can apply a diverse range of ideas in exciting new situations.

NATURE OF THE COURSE

The Chemistry course is divided into three parts: Organic Chemistry, which involves the study of carbon-containing molecules, particularly biological ones; Physical Chemistry, which entails the application of mathematical skills to chemical contexts; and Inorganic Chemistry, which is a comprehensive examination of the periodic table. Quantum mechanics is employed to explain trends and predict properties.

ASSESSMENT DETAILS

The specification followed is the IB Diploma Programme in Chemistry. This cohort will follow the most recent iteration of the syllabus, the first assessment of which will take place in May 2026. At both Standard Level and Higher Level, students are assessed as follows:

- Paper 1: 36% of the overall grade (multiple choice questions, data-based questions and questions on experimental work)
- Paper 2: 44% of the overall grade (short answer and extended response questions)
- Scientific Investigation: 20% of the overall grade

*For Higher Level, a GCSE Grade 8 or 9 in Chemistry and 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 have an enormous impact on our society.

NATURE OF THE COURSE
The structure of the Physics syllabus is intended to promote concept-based learning that can be connected through three broad concepts: energy, particles, and forces. These three broad, discipline-specific concepts appear throughout the Physics syllabus in each of the themes.

There are five broad organising themes in the Physics syllabus:
A. Space, Time and Motion
B. The particulate nature of matter
C. Wave behaviour
D. Fields
E. Nuclear and Quantum Physics

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: 10h (moderated externally) for Higher and Standard Level (22%)
- Paper 1: multiple choice and data-based questions, Standard Level (1h 30mins) and Higher Level (2h)
- Paper 2: short-answer and extended-response questions, Standard Level (1h 30mins) and Higher Level (2h 30mins)

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

SPORTS, EXERCISE & HEALTH SCIENCE
Standard & Higher Level

AIMS
The Sports, Exercise and Health Science 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 (36%): Paper 1A: Multiple choice questions. Paper 1B: Data-based questions and questions on experimental work. Standard Level (1h 30mins) and Higher Level (1h 45mins)
- Paper 2 (40%): Short answer and extended response questions, Standard Level (1h 30mins) and Higher Level (2h 30mins)
- Internal assessment (24%) - Individual coursework investigation (10h)

GROUP 5:
MATHEMATICS

MATHEMATICS: Nicholas Jones
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MATHEMATICS
Standard & Higher Level*

AIMS
The IB Maths courses 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.

Both subjects cover the same 5 topic areas
- Number and Algebra
- Functions
- Geometry and Trigonometry
- Statistics
- Calculus

The recommendation is that the majority of students should take 'Applications and Interpretations', unless they have a particular reason to select 'Analysis and Approaches'.

1. **Mathematics: Applications and Interpretation (AI) Higher Level**
   The applications and interpretation course is aimed at high-performing mathematicians with a keen interest in the subject. It recognises the increasing role that mathematics plays in a diverse range of fields in a data-rich world. It covers the major aspects of a post-16 mathematics course, with a strong emphasis on calculus, functions, trigonometry and solving equations, as well as introducing topics such as differential equations and matrices. 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. This course is academically rigorous, allowing access to most mathematical based courses at almost all British universities, and also unique in style to the IB in the British system. Strong mathematical ability and an excellent work ethic will be required to achieve a grade 6 or 7.

2. **Mathematics: Analysis and Approaches (AA) Higher Level**
   This course is intended for students who are excellent mathematicians and enjoy a more theoretical approach to mathematics, focusing on algebra, calculus, and advanced mathematical concepts. It is the toughest course and suitable for students who excel at and enjoy mathematics. The content is rigorous and emphasises mathematical reasoning and problem-solving. The course is very challenging and to achieve a 6 or 7 a student will need to be

consistently performing at a very high level in IGCSE (comfortably achieving a Grade 9). *Some universities and courses may specify that students require this Higher Level so students who wish to study for a university degree with a high mathematical element (eg engineering or mathematics) should check the entry requirements for universities they particularly wish to study at.*

3. **Mathematics: Applications and Interpretation (AI) Standard Level (SL)**
   The SL version of the AI course is more accessible than its higher-level counterpart but still emphasises real-world applications of mathematics. The course covers the core areas of mathematics, but its application focus makes it an excellent option for those going on to study social sciences, or less mathematical focused degrees, including Medicine. Particularly the statistics covered on this course is more applicable to these university options, than for the Analysis and Approaches Standard level course. It is suitable for all students.

4. **Mathematics: Analysis and Approaches (AA) Standard Level (SL)**
   This is the standard-level version of the AA course, offering similar content but with less depth than the higher-level (HL) version. It still focuses on theoretical mathematics but is less intensive than the HL option, suitable for students who are very strong in mathematics but not planning to study it at the university level.

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 Applications and Interpretations, a GCSE Grade 8 in Mathematics is required although a 9 is recommended. For Analysis and Approaches a Grade 9 is required.

GROUP 6:
THE ARTS & ELECTIVES

VISUAL ARTS: Helen Lambie-Jones
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MUSIC: James Williams
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THEATRE: Sammy Farmer
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VISUAL ARTS

Standard & Higher Level

AIMS

This course encourages students to use Visual Arts to make connections between different contexts. Students will create, research and present work, taking on a variety of roles within the art world. They will develop independent and individual projects, following their own lines of enquiry and selecting media to specialise in. This 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.

The IB Visual Arts course encourages students to:

- produce personally relevant works of art that reflect cultural and historical awareness, as well as influences from the work of other artists.
- become critics of their own work as well as that of others, and learn how cultural context can be presented through visual language.
- develop technical competence and processes to communicate their ideas; process is valued as highly as outcomes in this course.

NATURE OF THE COURSE

There is no exam for IB Visual Arts. Students are assessed through three tasks which are submitted digitally to IB for assessment at the end of the course. Two of these tasks are externally assessed, one is internally assessed within Rugby School Art Department and then externally moderated by IB.

ASSESSMENT DETAILS

External assessment:

Art-making inquiries portfolio: A digital journal documenting ideas, processes and reflections while using a range of media. This is presented as a PowerPoint of up to 15 screens and maximum word count of 3000.
SL: 40%
HL: 30%

Connections study (SL) or Artist project (HL): A digital journal documenting connections between one of the student's final artwork outcomes and their own context, as well as links with artworks by two other artists.
SL: 20% (PowerPoint of up to 10 screens and maximum word count of 2500)
HL: 30% (PowerPoint of up to 12 screens and maximum word count of 2500, plus a video (max 3 mins) of the artwork in its exhibition context)

Internal assessment:

- **Resolved artworks:** A coherent body of 5 outcomes plus a written rationale explaining intentions and meaning of the works. Presented as digital image or video files, with accompanying notes on title media and size. HL students must include evidence of selection of 5 works from at least 8 outcomes. HL students also include explanatory texts for their 5 artworks, maximum 1000 words.
  SL: 40%
  HL: 40%

Final assessment is all uploaded digitally to IB, with an exhibition of resolved works at the end of the course. IB Visual Arts is about artists and contextual research, and recording the development process of creating your own artworks, not just about producing final pieces.

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 musical genres and styles. The four areas of enquiry provide a practical framework: 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. 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 is also a means by which we can express and share our understanding of it with others.

In this course, 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. 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% SL	20% HL
Experimenting with Music	Internal assessment	30% SL	20% HL
Presenting Music	External assessment	40% SL	30% HL
The Contemporary Music Maker (Higher Level only)	Internal assessment		30% HL

Higher Level:
The greater breadth and depth required for HL is reflected through an additional assessment task. This task requires students to demonstrate knowledge and understanding by formulating and communicating intentions for a project 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 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
Standard & 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. Students communicate their learning through action, staging, project planning, workshops, presentations, physical demonstrations and oral, visual and written expression. Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation.

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.

Theatre students learn to apply research and theory to inform and contextualise their work as they experience the course through practical and physical engagement. Through the processes of researching, creating, preparing, presenting and critically reflecting on theatre (as participants and spectators), they gain a richer understanding of themselves, their community and the world. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity; and a collaborative / international mindedness.

ASSESSMENT DETAILS
Production proposal – Internal Assessment
Higher Level: 20%
Standard Level: 30%

Students at both Standard and Higher Level choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following.

1. A production proposal (a maximum of 12 pages of written text and images, with text not exceeding 4000 words) plus a list of all sources used.

Research Presentation – External Assessment
Higher Level: 20%
Standard Level: 30%

Students at both Higher and Standard Level plan, deliver and video-record an individual research presentation (15 mins maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following:

1. A video recording of their research presentation (15 mins maximum).
2. A list of all sources cited, and any additional resources used during the presentation.

Collaborative Project – External Assessment
Higher Level: 25%
Standard Level: 40%

Students at both Higher and Standard Level collaboratively create and perform an original piece of theatre (lasting 7–10 mins maximum) created from a starting point of their choice. The piece is presented to an audience as a fully realised production. Each student submits the following:

1. A project report (a maximum of 10 pages of written text and images, with text not exceeding 4000 words) plus a list of all sources used.
2. A video recording of the final piece (7–10 mins maximum).

Solo theatre piece – External Assessment
Higher Level only: 35%

Students at Higher Level research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4–7 mins maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following:

1. A report (2500 words maximum) plus a list of all primary and secondary sources cited
2. A continuous unedited video recording of the whole solo theatre piece (4–7 mins maximum).

A LEVELS

CONTENTS

A levels

CLASSICS

HEAD OF CLASSICS: Barnaby Chesterton
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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 Imperial Image module studied within the Culture and Arts topic offers students the opportunity to discover the nature of Augustus' self-promotion as *divi filius*, *imperator* and *pater patriae*. Students will study ancient texts in translation, including Ovid's *Metamorphoses*, Horace's *Odes* and Suetonius' *Lives of the Twelve Caesars*.

The Greek Religion module involves an exploration of ancient ideas of divinity and the role this played in everyday life, and indeed in literature. Case studies include the most famous sanctuaries of ancient Greece, including the Athenian Acropolis and the panhellenic sanctuary at Delphi, as well as examinations of fundamental rituals and practices in the ancient world.

ASSESSMENT DETAILS

Examination board: OCR Classical Civilisation – H408
For further information, CLICK HERE

- The World of the Hero: Homer's *Iliad* and Virgil's *Aeneid* – 2 hours 20 minutes
- Culture and Arts: Imperial Image – 1 hour 45 minutes
- Beliefs and Ideas: Greek Religion – 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 (including Classics, Ancient History, Classical Studies, Archaeology and Anthropology) 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
For further information, 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
For further information, 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.

THE DESIGN CENTRE

FINE ART

THREE-DIMENSIONAL DESIGN

GRAPHIC COMMUNICATION

PHOTOGRAPHY

TEXTILE DESIGN

HEAD OF DESIGN & TECHNOLOGY: Jennifer White
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HEAD OF ART: Helen Lambie-Jones
EMAIL: HLJ@rugbyschool.net

THE DESIGN CENTRE

AIMS

Students entering the Sixth Form at Rugby to study a creative subject will work within 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

This is a linear course delivered over two years. Options available are Fine Art, 3D Design, Graphic Communication, Photography and Textile Design. Students are given a variety of starting 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. 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.

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 3000 words that must be linked to studio work.

Fine Art includes drawing, painting, sculpture, digital work, printmaking, 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 and primary sources. As the course progresses, Fine Art students increasingly work independently with 1:1 tutorials to support their artistic development.

Three-Dimensional 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 wellbeing of the users of the products they create.

Graphic Communication develops 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. Much of the work is digital, but students also work with practical art media to develop ideas beyond working on a screen.

Photography 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 course.

Textile Design will introduce a range of techniques that includes surface pattern, drawing, dyeing, printing, fashion and accessory design and hand and machine stitching. Students develop work in three main areas (Fashion Textiles, Fine Art Textiles and Interior Textiles) before deciding which approach they will specialise in for producing a final coursework outcome. They will be guided through key concepts and skills within each area before developing their own independent response. Students will develop their concepts initially from observational drawing and then develop their own methodology and styles. The flexibility of this course allows students to work across a range of textile mediums, selecting the processes they wish to specialise in rather than following a one-size-fits-all approach.

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
For further information, CLICK HERE

Three Dimensional Design
Examination Board: AQA
For further information, 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, 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

This 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 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.

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.

DRAMA & THEATRE STUDIES

HEAD OF ACADEMIC DRAMA & THEATRE STUDIES: Sammy Farmer
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DRAMA & 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)
For further information, CLICK HERE

Component 1: Devising **40% of A level**

- Devise and stage an original performance piece using a performance text and a theatre practitioner as stimuli (20 marks)
- Produce a Research and Development Portfolio – 60 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, Italia Conti 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.

ENGLISH

HEAD OF ENGLISH: Tom Eyre-Maunsell
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ENGLISH LITERATURE

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

NATURE OF THE COURSE
This is a wide-ranging course that explores different periods and genres. Four texts are studied in the first year: two plays, chosen from a list that includes Aphra Behn's *The Rover* and Edward Albee's *Who's Afraid of Virginia Woolf?*; a novel, such as Colson Whitehead's *The Underground Railroad*; and poetry is studied (usually a single poet's works, such as Elizabeth Bishop). 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 *Hamlet* and Austen's *Pride and Prejudice*. There is further study of a contemporary poet 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
CIE English Literature (9695)
For further information, CLICK HERE

Assessment is by four examination papers of 2 hours each:
1. Poetry and Poetry
2. Prose and Unseen
3. Shakespeare and Drama
4. 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 Foreign 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

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HEAD OF ECONOMICS: Lee Roche
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HEAD OF GEOGRAPHY: Leanne Milner
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HEAD OF PHILOSOPHY & THEOLOGY: Amanda Parker-Jones
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HEAD OF POLITICS: Paul Teeton
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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 linear EDEXCEL specification
For further information, 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 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
For further information, 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 A level, university and beyond. Geography has the unique position of bridging the Arts and Sciences, allowing students to combine the discursive and analytical skills found in essay-based subjects with the data manipulation and statistical competence of scientists. Its solution-based focus, opportunities for critical thinking and big picture analysis make Geography the perfect subject to fully understand the integration between the physical and human world and how to ensure the sustainability of this relationship.

NATURE OF THE COURSE
The course content is mixed in terms of Human and Physical Geography, alongside an Independent Investigation supported by a trip to North Yorkshire in the LXX.

The physical geography components of the course consist of: Coastal environments and Earth's life support system (carbon and water). The human geography components of the course include Trade in a contemporary world and Changing spaces; Making places. The course also includes one geographical skills lesson per week in the LXX. These lessons prepare students for the requirements of both the exam and their non-examined assessment (NEA). The NEA is an independent investigation into either coastal or urban environments. Each student is allocated a Geography NEA supervisor, who monitors progress and provides the appropriate guidance to ensure all students complete this on time. Students in the XX also study the contemporary geographical debates of Hazardous Earth and the Future of Food.

ASSESSMENT DETAILS
Examination board: OCR (Code H481)
For further information, CLICK HERE

- Paper 1 (1h 30mins): Physical Systems (22%)
- Paper 2 (1h 30mins): Human Interactions (22%)
- Paper 3 (2h 30mins): Geographical Debates (36%)
- Independent Investigation (coursework): 3000-4000 words (20%)

BEYOND SIXTH FORM
The wide range of knowledge and skills obtained through A level Geography means that it is a highly desirable subject at university level. Many students choose to continue their Geographical studies at university each year. However, even if not going on to read Geography the nature of the subject allows those who study it to develop a multitude of transferable skills, highly valued across professional industries, from Law to Engineering.

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

- **Persecution and Power, 1095-1700**: Wars of the Roses 1445-1509 (Unit 1); The Crusades and the Crusader States 1095-1192 (Unit 2); Popular Culture and the Witchcraze 1500-1700 (Unit 3).
- **Resistance and Rule, 1783-1992**: Pitt to Peel: Britain 1783-1853 (Unit 1); Democracy and Dictatorship in Germany, 1919-1963 (Unit 2); Civil Rights in the USA 1865-1992 (Unit 3).

ASSESSMENT DETAILS

Examination board: OCR History
For further information, 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 moral situation?

Philosophy & 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 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 & Theology also helps students to understand how they learn across all 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 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 an assessment of key theological doctrines. 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
For further information, 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

Philosophy & Theology offers 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 & 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
For further information, CLICK HERE

Three 2-hour examinations assessing knowledge and understanding of UK Politics, UK Government, Government and Politics of the USA, 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: Lisa Bell
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HEAD OF MATHEMATICS: Nicholas Jones
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COMPUTER SCIENCE

AIMS
A level Computer Science is a practical subject where students have the opportunity to apply academic principles learned in the classroom to real-world systems. The A level syllabus builds upon the subject knowledge and programming skills acquired at GCSE level Computer Science. It is therefore important that students wishing to opt to study A level Computer Science, who do not have this prior experience, contact the department in advance to discuss.

Learners are encouraged to develop:
- The 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 and analyse problems in computational terms through practical experience of solving such problems, including developing programs to do so.
- Mathematical skills.

NATURE OF THE COURSE
Mathematical skills are embedded throughout the content of the course alongside a strong emphasis on software development, the study of fundamental programming techniques and the building of knowledge and understanding of core Computer Science concepts.

A programming project gives learners an opportunity to create a complete system 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, whilst Python is used predominantly for teaching.

ASSESSMENT DETAILS
Examination board: OCR A level Computer Science
For further information, CLICK HERE

- Paper 1 Computer Systems – 2hrs30mins (written paper) 40%
- Paper 2 Algorithms and programming – 2hrs30mins (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
For further information, 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.

The course features the opportunity for the department to select options in Further Mechanics, Further Statistics, Further Pure or Further Decision. The decision of which modules are taught is made in the LXX. Usually the options taught are Further Mechanics 1 and Further Decision 1.

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
For further information, 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 9 in Mathematics is required to study A level Mathematics (Further)

MODERN FOREIGN LANGUAGES

HEAD OF FRENCH: Charlene Piquard
EMAIL: CP1@rugbyschool.net

HEAD OF SPANISH: Katie Adams
EMAIL: KAD@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.

Upper School students have the chance to go on a residential trip to Bordeaux. This is a great opportunity for students to stay with a French family for a week, discovering their way of life and further develop their French.

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
For further information, 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. We aim to foster not only academic growth but a deeper understanding of the Hispanic world.

NATURE OF THE COURSE
Different classroom activities will aim at developing all four skill areas in an engaging way: speaking, listening, reading and writing. Students will have the opportunity 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 which will help progress their fluency.

ASSESSMENT DETAILS
Examination board: AQA
For further information, CLICK HERE

- Paper 1: Listening, reading and writing 50% (listening and reading comprehension tasks, plus translation)
- Paper 2: Writing 20% (two 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 Spanish 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; or embracing the opportunity to broaden horizons and organise a trip to South America to connect with a more global community

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
For further information, 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: Paul Gillam
EMAIL: PMG@rugbyschool.net

ACTING HEAD OF CHEMISTRY: Amy Crowe
EMAIL: ALC@rugbyschool.net

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

HEAD OF SPORTS SCIENCE: Henry Chamberlain
EMAIL: HCC@rugbyschool.net

BIOLOGY

AIMS
The A level Biology course aims to lay theoretical foundations for students to pursue the subject beyond school, including a 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.

In addition, the course develops key transferrable skills that are hugely sought after by employers in many professions including: problem solving, critical thinking, abstract thinking, and communication skills.

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.

NATURE OF THE COURSE
The A level course is taught over the two years of the Sixth Form by two teachers. There are 8 topics studied.

- 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.

ASSESSMENT DETAILS
The specification followed is AQA A level in Biology (7402)
For further information, 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 2-hr examination of material from topics 1-4, worth 35% of the final result
- Paper 2: A 2-hr examination of material from topics 5-8, worth 35% of the final result
- Paper 3: A 2-hr 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 eg Veterinary Science, Chemistry, Psychology, Forensic Science and Sports Science.

CHEMISTRY*

AIMS
Chemistry studies substances and their changes. As the central science, it builds skills in applying knowledge, analysing information, and evaluating results. Throughout the course, students develop critical, clear, and flexible thinking. The department aims to nurture open-minded enquirers who can apply diverse ideas in new, exciting contexts.

NATURE OF THE COURSE
Students need at least a Grade 8 in GCSE Chemistry and Maths due to the higher mathematical demands of A level Chemistry. The AQA A level Chemistry is widely recognised and well-established. Chemistry is divided into three parts:

- Organic Chemistry studies carbon-based molecules, especially biological ones.
- Physical Chemistry applies mathematical skills to chemical contexts.
- Inorganic Chemistry covers the periodic table, using quantum mechanics to explain trends and predict properties.

ASSESSMENT DETAILS
The specification followed is the AQA A level in Chemistry (7405)
For further information, 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 (35%) 2h: Physical Chemistry, Inorganic Chemistry and Practical Skills
- Paper 2 (35%) 2h: Physical Chemistry, Inorganic Chemistry and Practical Skills
- Paper 3 (30%) 2h: all content along with Practical Skills

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 experienced in university interview preparation, with students regularly securing places at Oxford and Cambridge for Chemistry and related subjects. Chemistry is also a prerequisite for courses like Medicine and Veterinary Science. The skills gained extend beyond academia, preparing students for careers in law, finance, and the Civil Service.

*GCSE Grade 8 or 9 in Maths and Chemistry 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 and 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)
For further information, 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 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 in the employment market.

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

SPORTS SCIENCE

AIMS

The 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 wellbeing 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
For further information, 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 in sports science, medicine, physiotherapy, sports journalism, sports psychology, sports and exercise science, sports business and management and sports nutrition.

EXTENDED PROJECT QUALIFICATION

EXTENDED PROJECT QUALIFICATION: Ben Lane
EMAIL: BL@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
For further information, CLICK HERE

BEYOND EXAMINATIONS

FUTURES ADVISORY SERVICE: Hannah Wallis
EMAIL: HEW@rugbyschool.net

OXBRIDGE: Andy Davies (STEM) & Tom Smith (Arts & Humanities)
EMAIL: AGD@rugbyschool.net and TWS@rugbyschool.net

NORTH AMERICAN & WORLD UNIVERSITIES: Barnaby Chesterton
EMAIL: FBC@rugbyschool.net

MEDICS, VETERINARY MEDICINE, DENTISTRY AND HEALTHCARE: Geoff Nelson
EMAIL: GWN@rugbyschool.net

DEGREE APPRENTICESHIPS AND GAP YEARS: Catherine Wheeler
EMAIL: CLW@rugbyschool.net

INTERNATIONAL STUDENT SUPPORT: Lucy Waweru
EMAIL: LW@rugbyschool.net

FUTURES ADVISORY SERVICE

We offer a bespoke service for our Upper School students through 1:1 meetings, investigating and offering support with University Applications, Employment, Degree Apprenticeships, GAP applications or into the workplace.

Members of the Upper School have five 1:1 sessions throughout the LXX year, and further meetings at the beginning of the XX year. There are also assemblies and presentations throughout the year.

Each student considers options after School, and looks in detail at the application process for their chosen path. During the XX year and beyond, students are also supported with their university applications and are given guidance about writing an effective and persuasive Personal Statement.

Students applying to Oxford or Cambridge Medicine, Dentistry and Veterinary Medicine, or to universities outside the UK, will receive extra support and help from the School and specialist organisations.

Throughout their time in the Upper School, students also have opportunities to hear from relevant professionals. The Rugbeian Society and the parent body are invaluable with this and offer encouragement and support at School and beyond.

The Futures Advisory Service runs a large-scale Careers Convention each year where all of our students are able to speak to a variety of professionals and find out more about what their job entails and a typical working day.

Medicine and Engineering Societies meet regularly and former students or professionals are invited to speak and share their experiences.

The Futures Advisory Service staff are also available to support students on A level results day and beyond.

SUBJECT RECOMMENDATIONS
University courses and subjects needed / desirable to maximise university choice (check university websites as criteria can change):

- Economics: Maths
- Biology: Biology and Chemistry
- Chemistry: Chemistry, Maths and one other Science
- Physics: Maths and if possible Further Maths
- Engineering: Maths and Physics, Further Maths if possible
- History of Art: a Modern Language
- Psychology: Maths or a Science
- Computer Science: Maths
- Architecture: Art, Physics and Maths
- Maths: Maths and Further Maths

POTENTIAL MEDICS

Students expressing an interest in Medicine, Dentistry or Veterinary Medicine will be supported from the initial meetings in LXX to develop a portfolio of activities and demonstrable skills to create a competitive application.

At their university interview or MMI (Multiple Mini Interviews) a potential medic must demonstrate: self-motivation, 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 Dr Nelson and Mrs Wallis. 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, and Medical Challenges.

POTENTIAL ENGINEERS

The Engineering Society meets regularly in School, and we invite 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.

As well as an Engineering Society there is also an Engineering Challenge 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 Insight Into University courses, and courses run by the Smallpiece Trust:
www.etrust.org.uk/programmes-virtual-insights-into-university

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:
www.etrust.org.uk/programmes-platinum-placements

OXBRIDGE

Students considering an application for Oxford or Cambridge will be encouraged to begin the process of becoming a credible candidate early in the LXX. The Heads of Oxbridge Admissions, Dr Smith (Arts and Humanities) and Dr Davies (Sciences and Maths), will meet with interested LXX students in the Advent Term to outline the application process and the academic expectations of our Oxbridge applicants. Oxbridge applications have earlier deadlines than the rest of UCAS and these are clearly published in advance by the Head of the Futures Advisory Service (Mrs Wallis). 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 IB Higher Level or A level. Candidates taking three A levels are strongly encouraged to supplement these with an EPQ.

To be selected as a credible Oxbridge candidate, students will have to meet several criteria set by the Head of Department relevant to the subject applied for, in addition to studying the correct subjects; eg most Science and Economics-based courses require Further Maths. These criteria are likely to include high levels of performance in internal exams, actively engaging with the subject beyond the classroom and involvement with academic competitions. These criteria will be issued to students by the beginning of Lent term.

Once the Head of Department and the relevant Head of Oxbridge Admissions have agreed that the criteria have been met to a high standard, credible candidates will have access to enhanced support, which consists of standard support plus a weekly mentoring session with a subject specialist and allowance of extra time to work independently on application preparation. This support is complemented by specialist preparation by Oxbridge Admissions at an additional cost, substantially subsidised by the School.

All other aspirants are strongly encouraged to make a post-qualification application. Should they still wish to apply in their XX year, however, they can access the standard level of support which consists of: an Oxbridge reference; help with personal statement; access to departmental extra-curricular sessions and interview practice, including an interview exchange with another school. The first opportunity to be selected as a credible candidate will be after the Exeat weekend of the Lent Term and later opportunities will be considered for students who fulfil the selection criteria until June of the LXX year.

NORTH AMERICAN 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 year 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 for the LXX in the Advent, Lent, and Trinity terms and the XX in the Advent term. Students will attend three workshops which explain the application requirements in detail, provide specific guidance on filling out the Common App, and introduce the application essay. The School has a partnership with UES Education, who specialise in US application advising, and students may choose to attend an SAT/ACT preparation course with UES at a discounted rate.

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.

WORLD UNIVERSITIES

A growing number of students have pursued options outside the UK and North America in recent years, with Rugbeians attending university in Ireland, mainland Europe, and as far afield as Hong Kong. Given the breadth of different options available, students are encouraged to meet with the Futures Advisory Service and with Dr Chesterton, as early as possible and ideally before Upper School choices are finalised, to ensure a good fit between curriculum and university destinations.

BEYOND ACADEMIC SUBJECTS

HEAD OF LEARNING DEVELOPMENT: Rachel Force
EMAIL: RJF@rugbyschool.net

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

CHAPLAINCY: Revd. Marcus Edwards
EMAIL: MED@rugbyschool.net

SIXTH FORM ENRICHMENT

PSHE

AIMS
PSHE education equips young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education 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
PSHE lessons enable IB and A level students to discuss and debate controversial issues. The thirteen modules are student-centred and involve input from the Upper School Tutors and are enhanced by talks from internal and external speakers.

There are 7 modules in the LXX including:
1. Making the World Add Up – these sessions seek to explore the importance of data in the news and how to critically analyse stories in the media.
2. Relationships – within this module the students explore the grey areas around consent, sexual harassment and domestic abuse.
3. Free Speech – these sessions involve debating the fine line between legislation and the importance of free speech.
4. Health – areas debated in this course of modules include personal responsibility for health; the issues with illegal drugs; and the ethics of body modification.
5. Identity – these sessions involve discussions around how gender affects different areas of life, including masculinity/femininity, Feminism as a movement and intersectionality.
6. Mental Resilience- this covers how to nurture mental resilience.
7. Environmental Responsibility – students discuss contemporary environmental issues such as individual versus corporate responsibility.

There are 6 modules in the XX including:
1. Addiction – this series looks at the types, behaviours associated with and awareness of the impact of addiction.
2. Finance – this looks at real world examples of money issues.
3. Criminal Justice system – this gives an overview of the British justice system; how money can affect access; prisons and the death penalty.
4. Preparing for University – this includes sessions on how to cook for yourself; student finances; and how to navigate studying effectively.
5. Privilege – this looks at the definition of privilege and how it affects society.
6. Diversity and Discrimination – this module looks at the significance of diversity; origins and expressions of discrimination including positive discrimination, and discusses solutions.

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 in 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, Ms Force, 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

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".

ART
The Art department arranges for visiting artists to speak and present their work to students throughout the year. We also arrange trips to galleries and the Frieze Art Fair so that students are exposed to live art and can make connections between this and their own practice.

The Klint Society meets every week in evening prep time; this is designed specifically for Art Scholars, and also welcomes art students who wish to extend their art practice. Students work on producing artworks separate from their coursework assignments, with specific fine art tuition and guidance.

We encourage participation in the ARTiculation prize, a national art competition run by the National Gallery, where students select an artwork and prepare a short presentation examining the work's impact, relevance and connections.

The Art studios are open during evening prep time four times a week for students to continue working on larger-scale pieces.

BIOLOGY
The LXX year for both IB and A level Biologists culminates in a 4-day Biology field trip in the UK to 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, 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
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 the Chemistry Olympiad competition.
- Weekly sessions for the LXX culminating in the Cambridge Chemistry challenge.
- A day's experience watching Chemistry lectures at the University of Warwick.

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 Computer Science society meetings take place to discuss computing-related problems and a range of technological affairs. The forum also offers an opportunity for students to share the software they have developed with other students. During the year students are encouraged to participate in external coding competitions, such as the British Informatics Olympiad.

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.

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

DRAMA & 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. Students are also encouraged to join societies within the faculty, such as Hip Hop Soc, and attend Physical Theatre Company, Motionhouse, who workshop in the theatre on a weekly basis. Members of the department are available throughout the week to support students as they work on particular aspects of the course.

ECONOMICS

- The *Ostrom Society* is a student-led publication. Each half-term students choose a different topic and relevant essay title. Publications have covered topics such as Inequality, Sustainability and Illegality. This process enables students to develop their knowledge of topics that are not necessarily covered in lessons and to further develop their written skills.
- The Economics and Business department aims to welcome up to three external speakers throughout the academic year.
- Oxbridge sessions are available to students looking to apply for an economics-based degree at Oxford or Cambridge.

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 and the Independent Literature Project. These essays 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
- MFL Society
- Advanced French conversation enrichment
- Conversation classes with native-speaking French language assistant
- Film, theatre and exhibitions
- Regular competitions
- DELF Junior B1 and B2 Qualification (Institut Français)

GEOGRAPHY

- Upper School Bagshawe Society, a range of speakers, debates and seminar sessions. There is also the opportunity for students to join speakers and staff for dinners after guest lectures.
- Geography Book Club, a reading group which meets once a half term to discuss a selection of thought-provoking books.
- Entry into external competitions run by the Royal Geographic Society and Geographical Association.
- Internal essay competitions including the Rosser Essay Competition.

GERMAN

- German Exchange to Vienna
- MFL Society
- Film evenings, theatre trips and exhibition visits
- Conversation classes with native-speaking German language assistant
- Film, theatre and exhibitions where available and appropriate
- Regular competitions

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 hear 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
- MFL Society
- Conversation classes with native-speaking Italian language assistant
- 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
- Homestay visit to Spain (Location TBC, October 2026)
- MFL Society
- Conversation classes with native-speaking Spanish language assistant
- Film, theatre and exhibitions where available and appropriate
- Essay competitions

PHILOSOPHY & THEOLOGY
The student-led Sidgwick Society meets regularly to discuss key ideas within Philosophy & Theology. This allows students to present interesting ideas and to further their thinking. There are also visiting speakers, and the Free-Thinking lecture series to attend.

Essay competitions, Oxbridge discussion groups, clinics and support sessions are also available. Lectures/trips are also planned when appropriate.

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.

NOTES

THE WHOLE PERSON · THE WHOLE POINT ·

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