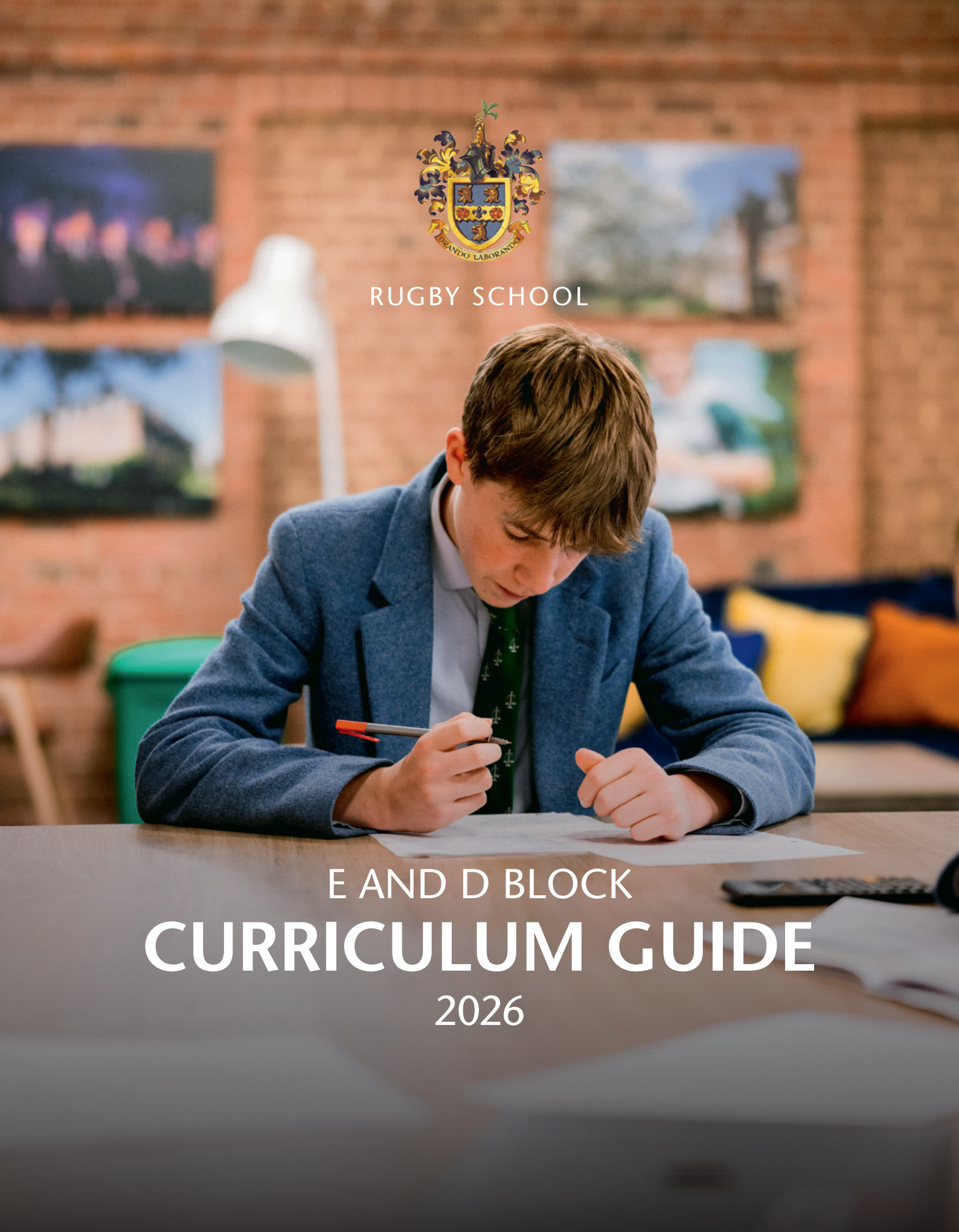

RUGBY SCHOOL

E AND D BLOCK

CURRICULUM GUIDE

2026

CONTENTS

INTRODUCTION

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

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

Lessons at Rugby School are intellectually stimulating and fun. We want our students to develop the confidence and experience necessary to manage and direct their own academic work. We aim for them to be enquiring in their approach to academic study, to learn to reflect on their work and to show both resilience and versatility, particularly when confronted with challenges. Our aim is for them to become effective communicators and collaborators, maintaining a global perspective in their approach which, in turn, helps them to remain open to others and to embrace diversity.

NB All GCSE and IGCSE examinations are graded on a 9 – 1 scale

STRUCTURE AND OPTIONS

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

All students study a core of subjects that includes English (Language and Literature), Mathematics, a Modern Language and Sciences. The Science curriculum allows students to choose either Double Award (combined) or Triple Award (separate) Science. Double Award allows students to study all three Sciences (Biology, Chemistry, Physics) for which they are awarded two Science GCSEs. Triple Award involves the study of all three Sciences as individual GCSEs. Students who are intending to take a HL Science for IB or A level Science are likely to opt for Triple Award. Students who wish to study a greater range of other subjects, increasing their optional choices, or who wish to study less Science, should opt for Double Award. Students then have a free choice for their remaining four I/GCSEs if studying Double Award Science, or three options if choosing Triple Award.

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

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

NB Both Triple and Double Award Science allow entry to IB Higher Level and A level Science in the Sixth Form, although Triple Award is preferable for students who know that their future study will be focused on Science.

NB While we aim to offer as wide a 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 subject choices 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 E Block year; 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.

ART AND DESIGN & TECHNOLOGY

HEAD OF DESIGN & TECHNOLOGY: Jennifer White
EMAIL: JWH@rugbyschool.net

HEAD OF ART: Helen Lambie-Jones
EMAIL: HLJ@rugbyschool.net

ART

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

NATURE OF THE COURSE
Work is assessed using criteria set by the exam board and takes into account:

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

The course is challenging, enjoyable and rewarding. To do well requires determination and commitment; students are expected to spend at least one evening each week during study hall in the art studios.

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

- **Component 1: The Personal Portfolio (coursework)** is designed to give students the opportunity to comprehensively experience a wide range of methods and techniques as they explore their ideas, develop their skills and build a solid understanding of artists and designers. Students will work in a sketchbook and build a portfolio of outcomes building up to a final outcome. Coursework builds over the whole of E Block and the Advent term of D Block. The final coursework submission (portfolio, journal and final piece) is due at the end of the Advent term of D Block.
- **Component 2: The Externally Set Assessment (exam)** is a broad-based thematic 'starting point' set by the exam board. Preparatory studies, drawings, media exploration and research are completed over a 12-week period before the exam. A final resolved artwork is produced under exam conditions over 10 hours (broken into separate blocks of time over three days). The Externally Set Assignment (portfolio of preparatory studies and final resolved artwork) accounts for the remaining 40% of the final score.

ENRICHMENT OPPORTUNITIES
Students have opportunities to visit national galleries and collections to enable the research and the collection of source material. Outside of lessons the department has extensive opening hours for students to attend development and enrichment sessions. The Lewis Gallery (housed within the Design Centre) has a programme of exhibitions and visiting speakers which are accessible as source material for coursework projects. Exhibitions of student work are arranged at points during the year so that students learn to curate and present their work to an audience beyond their peers in the studio.

DESIGN & TECHNOLOGY

AIMS

Design & Technology combines the application of skills, knowledge and creativity in creating solutions to a particular need or problem with an understanding of the aesthetic, anthropometric and functional elements of products. Studying Design & Technology develops project management skills, independence and problem-solving. It nurtures students' creative thinking in pursuit of an improved quality of life for themselves and wider society. Students learn to develop new ideas by reflecting on prior learning to critically evaluate their own work and that of others.

NATURE OF THE COURSE

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

ASSESSMENT DETAILS

Examination board: Pearson Edexcel
For further information, CLICK HERE

Component 1: Written examination, 1 hour and 45 minutes. 50% of the qualification, 100 marks (Paper code:1F).
The paper consists of two sections. Section A is assessed on the core content and Section B is assessed on the specialist material category of timbers - 1DT0/1F. Calculators may be used in the examination.
Section A: Core – 40 marks containing a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions.
Section B: Material specialism – Timber – 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions.

Component 2: Non-Examined Assessment, 50% of the qualification, 100 marks.
Students undertake a project based on a contextual challenge released by the exam board a year before certification. This is released on 1 June and is given to students in their lesson with their teacher. The project tests students' skills in investigating, designing, making and evaluating a prototype of a product.
1 – Investigate (16 marks) – investigation of needs and research, and a product specification.
2 – Design (42 marks) – producing different design ideas, review of initial ideas, development of design ideas into a chosen design, communication of design ideas and review of the chosen design.
3 – Make (36 marks) – manufacture, and quality and accuracy.
4 – Evaluate (6 marks) – testing and evaluation.

ENRICHMENT OPPORTUNITIES

The department is open frequently for students to work on coursework or independent projects during their free time. There are also an Engineering Club, F1 Schools, Jewellery Club and a design consultancy that features group projects and regular talks from outside speakers from a range of Design disciplines.

CLASSICS

HEAD OF CLASSICS: Barnaby Chesterton
EMAIL: FBC@rugbyschool.net

CLASSICAL CIVILISATION

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

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

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

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

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

ENRICHMENT OPPORTUNITIES
The department organises an annual overseas trip and students studying Classical Civilisation will be given an opportunity to visit various landmarks of the classical world. Students will see for themselves the sites they are studying. There are regular local trips to Roman settlements such as Bath and Corinium, as well as to the British Museum. We firmly believe that getting to know classical culture on British soil and abroad puts the study of Classics into perspective and inspires students to think about the past. The Junior Arnold Society also meets regularly to allow students to explore their interests further through activities and games.

CLASSICAL GREEK

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

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

Additionally, students will study two set texts. This year's verse text comes from Euripides' *Trojan Women*, a powerful tragedy examining displacement, grief and the disruptions caused by the ancient world's most famous conflict – the Trojan War. The prose text is comprised of sections from Herodotus, the 'Father of History', wherein Herodotus explores some fantastical tales around seers and oracles.

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

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

ENRICHMENT OPPORTUNITIES
The department organises an annual overseas trip and students studying Classical Civilisation will be given an opportunity to visit various landmarks of the classical world. Students will see for themselves the sites they are studying. There are regular local trips to Roman settlements such as Bath and Corinium, as well as to the British Museum. We firmly believe that getting to know classical culture on British soil and abroad puts the study of Classics into perspective and inspires students to think about the past. The Junior Arnold Society also meets regularly to allow students to explore their interests further through activities and games.

LATIN

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

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

Additionally, students will study two set texts. This year's verse text is taken from one of the most famous and lauded pieces in literary history: Virgil's *Aeneid*. In the prescribed section of Book 2, we read about the fateful moments leading to the fall of Troy, and the awful end of the Trojan Laocoön. The prose text comprises a section of Aulus Gellius' *Attic Nights* and a letter by Pliny the Younger, both recounting remarkable encounters between men and beasts in the ancient world.

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

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

ENRICHMENT OPPORTUNITIES
The department organises an annual overseas trip and students studying Classical Civilisation will be given an opportunity to visit various landmarks of the classical world. Students will see for themselves the sites they are studying. There are regular local trips to Roman settlements such as Bath and Corinium, as well as to the British Museum. We firmly believe that getting to know classical culture on British soil and abroad puts the study of Classics into perspective and inspires students to think about the past. The Junior Arnold Society also meets regularly to allow students to explore their interests further through activities and games.

ENGLISH

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

ENGLISH LANGUAGE

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

NATURE OF THE COURSE
This is a course which centres on skills rather than content or knowledge. Teachers concentrate on:
- honing comprehension skills;
- introducing new technical terms, such as 'connotations', 'register', 'anaphora' (in addition to already well-known ones such as metaphor and simile) which allow for sophisticated discussion of unseen comprehension texts and texts from the Anthology studied for the exam;
- showing ways in which personal writing can be carefully developed (for the exam and coursework);
- offering opportunities for different kinds of creative writing.

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

The exam comprises:
- an unseen comprehension exercise;
- a question on an Anthology text (10 are studied for the exam);
- a comparison question between the Anthology text and an unseen text;
- a piece of personal/discursive writing, possibly in a certain genre, say, a speech, or an article for a magazine.

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

ENGLISH LITERATURE

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

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

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

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

ENRICHMENT OPPORTUNITIES
- The annual Rupert Brooke Competition allows students the opportunity for creative writing beyond the syllabus.
- There is also a creative writing club which meets in Stanley House every Tuesday at 7.30pm.
- Students are invited to join the annual Creative Writing trip. This is a week-long retreat in the countryside with two professional writers. This year the trip goes to Devon to work with Mark Haddon.
- The brightest students might also want to come along to Landor Society, our weekly literary society, Thursdays at 5.00pm.
- Teachers, depending on the students' seeming workload and the length of the holiday, set a holiday reader so that students are reading more than simply the set texts studied in class.
- A reading list, comprising recommendations from teachers in the department, is sent to all E and D Block students at the start of the year.
- A Junior House Debating competition takes place in the Lent Term.
- All students are invited to take part in the annual Poetry By Heart competition. This year celebrates poetry from the 21st century.

HUMANITIES

HEAD OF GEOGRAPHY: Leanne Milner
EMAIL: LEM@rugbyschool.net

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

HEAD OF PHILOSOPHY & THEOLOGY: Amanda Parker-Jones
EMAIL: ALPJ@rugbyschool.net

GEOGRAPHY

AIMS

The aim of the GCSE Geography course is to develop the fundamental building blocks of geographical knowledge and establish a geographical understanding of places, environments, and processes. The course is designed to actively engage students in the process of enquiry and to equip them with the lifelong skills of observation, investigation, analytical thought and debate. Over the duration of the course, students come to realise the relevance of geographic concepts to our ever-changing world, both on a local and global scale. Students also have the opportunity to apply this knowledge by undertaking fieldwork which includes the collection of both primary and secondary data, presenting and analysing that data, and drawing conclusions.

NATURE OF THE COURSE

The course develops knowledge and understanding of Physical Geography through studying Hazardous Environments and Coastal Environments. The Human Geography element focuses on Urban Environments and Economic Activity and Energy. There is also a topic on Global Issues in which students study Development and Human Welfare. Finally, students will be asked to answer questions on the fieldwork investigations that they have completed; this is a compulsory part of the course and there will be two days of fieldwork to support it.

ASSESSMENT DETAILS

Exam board: Edexcel iGCSE
For further information, CLICK HERE

Paper 1 Physical Geography – (40%)
Section A
- Coastal environments
- Hazardous environments

Section B
- Investigating coastal environments

Paper 2 Human Geography – (60%)
Section A
- Economic activity and energy
- Urban environments

Section B
- Investigating urban environments

Section C
- Development and human welfare

ENRICHMENT OPPORTUNITIES

In the E Block students can contribute pieces towards the Geography Department magazine, GAIA. These Wednesday afternoon sessions are also supported by Geographers in the LXX. In addition to this, students are encouraged to enter competitions organised by the Royal Geographical Society, such as the Young Geographer of the Year.

E Block are welcomed into the Bagshawe Society where they can listen to external speakers from a range of universities and student presentations.

The Department also organises an enrichment trip to Iceland every second year during the February half-term, which is a fantastic opportunity to learn more about the interaction between the human and physical worlds.

HISTORY

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

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

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

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

Paper 1: (90 mins.) Development of dictatorship: Germany, 1918-45; World divided: Superpower relations, 1943-72 (50%)
Paper 2: (90 mins.) Russia in Revolution, 1905-24; China: Conflict, Crisis and Change, 1900-1989 (50%)

ENRICHMENT OPPORTUNITIES
Students have the opportunity to attend the History Department's visiting lecture series and to participate in trips to Cosford National Cold War Museum and a residential trip to Berlin in the D Block.

PHILOSOPHY & THEOLOGY

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

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

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

NATURE OF THE COURSE
Philosophy & Theology follows AQA Religious Studies A which studies two religions (currently Judaism and Christianity), as well as a paper dedicated to Philosophy and Ethics. Even when learning about religions there are considerable life questions to be asked. For example, is it morally right to baptise an infant who is unable to make their own religious choices?

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

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

Paper 1 – Religions: Beliefs and Practices, of Christianity and Judaism (50%)
Paper 2 – Philosophy and Ethics (50%)

ENRICHMENT OPPORTUNITIES
D Block students are invited to attend the Upper School student-led Sidgwick Society and all are welcome to attend department-hosted lectures. There are also occasional educational visits and conferences to support interest and challenge within the subject.

MATHEMATICS

HEAD OF COMPUTER SCIENCE: Lisa Bell
EMAIL: LAB@rugbyschool.net

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

COMPUTER SCIENCE

AIMS
GCSE Computer Science students are exposed to opportunities to develop their Mathematics, Science and English skills in addition to understanding and applying the core principles that form the basis of Computer Science.

The course encourages the students to:

- think creatively, analytically and logically
- understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology
- apply mathematical skills relevant to Computer Science

NATURE OF THE COURSE
Software development and the teaching of fundamental programming techniques form the foundations of the GCSE course. Students will study the design of algorithms in relation to a range of problems, produce robust programs that consider computational logic and data representation, and utilise suitable integrated development environments that aid with debugging. Learners will also gain an understanding of the components that make up a computer system and the way in which hardware and software interact to form secure, networked connections.

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

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

ENRICHMENT OPPORTUNITIES

- Regular society meetings that discuss computing-related problems and a range of technological affairs. Students are encouraged to develop and share their programming skills within this forum.
- During the course of the year students are encouraged to participate in a variety of coding competitions.

MATHEMATICS

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

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

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

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

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

ENRICHMENT OPPORTUNITIES
- Mathematics Society
- UKMT Intermediate and Senior Mathematics Challenge
- Supported study and 1-1 support

FURTHER MATHEMATICS

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

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

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

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

ENRICHMENT OPPORTUNITIES
- Mathematics Society
- UKMT Intermediate and Senior Mathematics Challenge
- Supported study and 1-1 support

MODERN FOREIGN LANGUAGES

ACTING HEAD OF MODERN FOREIGN LANGUAGES: Beatrice Parolin
EMAIL: BP@rugbyschool.net

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

HEAD OF GERMAN: Chris Brown
EMAIL: CMB@rugbyschool.net

HEAD OF ITALIAN: Beatrice Parolin
EMAIL: BP@rugbyschool.net

HEAD OF SPANISH: Katie Adams
EMAIL: KAD@rugbyschool.net

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

AIMS
In Modern Foreign Languages, we aim to provide students with an enjoyable and fulfilling learning experience. By the end of the course, students should feel confident communicating a wide range of ideas both orally and in writing and have an excellent grounding in listening and reading. We encourage precision in language use and pride in the presentation of work. Active learning lies at the heart of our teaching, and interaction plays a vital role in every lesson.

All students will find that their confidence grows in their chosen languages and that they finish the course eager to learn more. Grammar is vital for success and is taught alongside and embedded within a wide range of communicative activities. We also offer insights into the cultures of the countries where the language is spoken through film, short stories, video clips, online media, and other authentic materials.

NATURE OF THE COURSE
We cover a range of language and topics, including referring to past, present and future events. We regularly go beyond these, but topics in the syllabus include everyday life, traditions and communities; education and employment; personal life and relationships; the world around us; and social activities, fitness and health.

At GCSE, students follow examination courses according to the language studied: **French**, **German** and **Spanish** follow the **Pearson Edexcel International GCSE**, and **Italian** follows the **Cambridge Assessment International Education (CAIE) IGCSE**.

ASSESSMENT DETAILS
French
Examination board: Pearson Edexcel
- Paper 1: Listening
- Paper 2: Reading & Writing
- Paper 3: Speaking

For further information, CLICK HERE

German
Examination board: Pearson Edexcel
- Paper 1: Listening
- Paper 2: Reading & Writing
- Paper 3: Speaking

For further information, CLICK HERE

Italian
Examination board: CAIE
- Paper 1: Listening
- Paper 2: Reading
- Paper 3: Speaking
- Paper 4: Writing

For further information, CLICK HERE

Spanish
Examination board: Pearson Edexcel
- Paper 1: Listening
- Paper 2: Reading and Writing
- Paper 3: Speaking

For further information, CLICK HERE

ENRICHMENT OPPORTUNITIES

The department provides a wide range of opportunities for students to develop their interest in languages. These include the MFL Society, the UK Linguistics Olympiad, language-themed bake-off evenings, talks by visiting speakers, and several trips and exchanges: a German exchange to Vienna (F–D Block), the E Block French trip to Pontlevoy in the Loir-et-Cher, the D Block and Upper School Italian trip to Lucca, and the D Block Spanish homestay (location TBC).

Students can also take part in advanced conversation sessions and enter regular essay and translation competitions, such as the Anthea Bell Translation Competition and the Stephen Spender Prize. Those studying French may enter for the DELF examination, while German students are offered the opportunity to sit the Goethe-Institut *Zertifikat Deutsch* examination in F, E, or D Block (at a level appropriate to their progress).

NATIVE SPEAKERS

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

PERFORMING ARTS

HEAD OF ACADEMIC DRAMA: Sammy Farmer
EMAIL: SJF@rugbyschool.net

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

DRAMA

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

NATURE OF THE COURSE
Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience.

Learners consider the elements of practical drama and how to work with extracts from published plays as an actor, director and designer. They learn how to devise, develop and structure their own original dramatic material from stimuli such as short titles, poems, pictures, songs, historical events and stories; how to evaluate their contribution to the devising process and the success of the final piece; and finally, how to use staging and design as part of a dramatic performance.

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

Component 1: (40%) – written examination 2h30 mins – externally assessed

Component 2: (60%) – coursework – internally assessed and externally moderated
Candidates submit three pieces of practical coursework:
- Group performance based on an extract from a play
- Group performance based on an original devised piece
- Individual performance based on an extract from a play

ENRICHMENT OPPORTUNITIES
All GCSE students are encouraged to attend weekly drama activities and to audition for school productions. Many opt to undertake LAMDA and Dance lessons. Theatre trips take place throughout the year, both external and at Macready Theatre, and these carry an additional charge. Students are also encouraged to join societies within the faculty, such as Hip 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.

MUSIC

AIMS
Students who study Music GCSE develop three main skill areas: composition; performance; and listening. In composition, students learn the fundamental skill of creating their own musical ideas, developing them and presenting them in a notated score, building on their prior knowledge of music notation and theory. In performance, students further develop their instrumental control as well as their ability to communicate with expression.

NATURE OF THE COURSE
Students will become familiar with the areas of study through listening to, and analysing a broad range of music. This is focussed around eight set works that are studied in detail ranging from Purcell to Queen and samba. Students develop advanced aural and notation-based skills to support their understanding, developing their ability to explain the emotional content of the music through analysis of its musical features.

Coursework lessons, particularly composition lessons, allow students to combine their imagination, musicianship and intellect in creative synergy. Two pieces are to be written: one to a brief prescribed by the exam board; and one free composition in any notated style of the student's choosing. In performance, students demonstrate their performance skill in recorded performances of music of their choice, as both a soloist and ensemble player. To achieve the highest marks in these recordings, students need to be extremely comfortable performing repertoire of Grade V standard by the end of the D Block.

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

30% performance coursework
4 – 10 mins in total; one solo and one ensemble recording
30% composition coursework
Two original and contrasting pieces; one in a free choice of style, one to a defined brief
40% listening exam
The exam is a listening exam, where audio excerpts are played in the exam hall, and focusses on knowledge and analysis of the set works and aural skills.

ENRICHMENT OPPORTUNITIES
- Musical ensembles: participation is encouraged (but not compulsory) in any of the School's ensembles
- Students must continue one-to-one instrumental/vocal lessons in order to be able to continue developing their performance skills to the required level

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

SCIENCE

HEAD OF SCIENCE: Sam Robinson
EMAIL: SPR@rugbyschool.net

HEAD OF BIOLOGY: Paul Gillam
EMAIL: PMG@rugbyschool.net

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

SCIENCE

All students will study AQA GCSE Biology, Chemistry and Physics. Students can opt to study Separate Sciences – Trilogy, or Combined Science.

AQA SEPARATE SCIENCES - TRILOGY
Students will be taught by subject specialist teachers in Biology, Chemistry and Physics and will have three lessons a week in each subject. Students will attain three GCSE grades, one for each subject, and sit two papers per Science. A foundation tier is available. Further information on each subject can be found in the following pages.

AQA COMBINED SCIENCE
Students will be taught by subject specialist teachers in Biology, Chemistry and Physics classes and will have two lessons a week in each subject. Students will attain two GCSE grades, derived from performance over all three subject papers. Students will only sit Paper 1 in each subject, therefore will not be required to learn all of the topics. A foundation tier is available. Further information on each subject can be found in the following pages. Choosing this option frees up three periods per week to enable students to study another subject of their choice.

BIOLOGY

AIMS

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

NATURE OF THE COURSE

The AQA GCSE Biology course is organised into seven topics. Cell biology and Organisation are the two fundamental topics that underpin the whole course. Students will also learn about Infectious disease and how the body defends itself against invading microorganisms. There is a topic on how Energy conversions in photosynthesis and respiration are essential to power the reactions of life. Students learn about Ecosystems and Biodiversity, and then how this variation in living things can be inherited and lead to evolutionary change. A final topic includes work on homeostasis and response, including the brain and other aspects of neuroscience.

ASSESSMENT DETAILS

Examination board: AQA GCSE Trilogy
For further information, CLICK HERE

The content is assessed over two written papers at the end of the course. Both papers include a mix of multiple choice, short answer and more extended response questions testing a range of knowledge, understanding and application questions. 15% of the marks available will be for questions on the various required practical activities that students will carry out through the two years of the course.

ENRICHMENT OPPORTUNITIES

Students are encouraged to:

- Attend the guest lectures from active scientists and related professionals.
- Attend Bateson Society meetings and other Natural Science enrichment events throughout the year.
- Take part in national Biology competitions such as the Biology Challenge run by the Society of Biology.

CHEMISTRY

AIMS

Renowned scientist Richard Feynman was once asked which sentence had most advanced humankind. He replied: "All things are made of atoms." Atoms are the foundation of Chemistry, the central science, which begins our course. Chemistry fosters skills like applying knowledge, analysing information, and evaluating results. As the course progresses, students develop critical, clear, and flexible thinking. The department aims to nurture open-minded enquirers who excel in applying new ideas to innovative contexts.

NATURE OF THE COURSE

The Chemistry Department offers AQA GCSE Chemistry. This syllabus is well-established nationwide and is the most popular secondary GCSE Chemistry course. The course starts in the late Advent term of the F Block, where students cover the foundations of Chemistry, before moving into the E and D Blocks where more complex ideas are studied.

Chemistry is divided into three parts:

1. Organic Chemistry - the study of carbon-containing molecules. This encompasses a range of substances from fuels and plastics to perfumes and flavourings. Students learn to represent key molecules for life and society and apply their knowledge to real-life problems.
2. Physical Chemistry involves the application of mathematical skills to chemical contexts. Students learn to use calculations and analyse experimental data to draw conclusions about chemical reactions.
3. Inorganic Chemistry is the holistic study of the periodic table. Students study the history of the Periodic Table and gain an appreciation for the Scientific Method, as well as understanding the reactions and properties of the materials and substances that make up the world around us.

ASSESSMENT DETAILS

Examination Board: AQA
For further information, CLICK HERE

The course is examined across two written papers that both take place at the end of the D Block. Questions are a mix of multiple choice, short answer and extended response. Questions assessing recall of key knowledge and application account for ~80% of the examination, whilst analysis skills are assessed in ~20% of questions. The course has a specific focus on practical skills and students will take part in eight Required Practical activities that are then assessed via the written examination in addition to the plentiful practical opportunities that we offer as standard.

ENRICHMENT OPPORTUNITIES

We encourage students to view Chemistry in context, improving their aptitude and guiding their Sixth Form subject choices. Students are always welcome to attend guest lectures, previous iterations of which have been hosted by the late Nobel Prize winner Sir Fraser Stoddart, as well as renowned author Kathryn Harkup.

PHYSICS

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

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

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

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

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

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

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

ENRICHMENT OPPORTUNITIES
- GCSE Astronomy for selected E Block students.
- Big Bang Physics Society for F and E Block students run by Upper School Physics students.
- Weekly supported study sessions.

SPORTS SCIENCE

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

NATURE OF THE COURSE
The GCSE Sports Science course will equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and wellbeing. This will require students to:
- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance;
- understand how the physiological and psychological state affects performance in physical activity and sport;
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics and strategies;
- develop their ability to analyse and evaluate to improve performance in physical activity and sport;
- understand the contribution which physical activity and sport make to health, fitness and wellbeing;
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

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

Component 1 – 1-hour written paper on factors affecting performance (30%)
Component 2 – 1-hour written paper on social, cultural and sports psychology (30%)
Component 3 – Coursework component consisting of three practical activity assessments and an evaluating performance written task (40%)

ENRICHMENT OPPORTUNITIES
- Attendance at Sports Science Society.
- Attendance at games sessions and co-curricular clubs/activities to further personal performance in students' main assessed activities.
- Attendance at lectures given by visiting speakers with a background in sport.
- Weekly supported study sessions.
- Use of the online virtual learning environment 'Everlearner'.

BEYOND EXAMINATIONS

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

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

FUTURES ADVISORY SERVICE

The aim of the Futures Advisory Service is to prepare students for the transition into Higher Education and the world of work by building their professional profile whilst in School and by allowing students to explore a full range of options for their future. There is a team of Advisors based in the Collingwood Centre and each student has one-to-one meetings, presentations and support during their time at Rugby School. Teachers and Tutors also play a vital role in encouraging students to think ahead and build the skills necessary to be irresistible to future employers.

At the end of the E Block students are offered Psychometric Profiling (Morrisby) to help them to recognise their strengths, interests and aptitudes and suggest a wide variety of career areas to explore which may be a good fit. The profiling is followed up in School by Tutors and a one-to-one interview with the Futures team. The profiling is timed and structured to help students to choose IB or A level subjects appropriate to their future career paths.

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

The degree of contact a student has with the Futures Advisory Service increases as they move further through the School and in the Upper School the number of one-to-one meetings increases. Students explore a wide range of future options and make their university applications. Visiting speakers from a number of universities, ORs and employers are also invited to help each individual to make decisions about their future.

Every year the School hosts an extensive Careers Convention where students are able to speak to a wide range of people about their day-to-day role and have the opportunity to engage with employers to work on real projects throughout their E Block year.

At the end of the D Block year each student is expected to arrange at least two weeks of work experience in an area of interest to them to develop their knowledge of the industry and build on their relevant skill set. A range of virtual work experiences are also available and advertised, and uptake of these is encouraged.

LEARNING DEVELOPMENT

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

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

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

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

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

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

PSHE

AIMS
Our PSHE 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.

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 encourages young people to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they may encounter now and in the future.

NATURE OF THE COURSE
Our PSHE curriculum is based on the PSHE Association's Programme of Study. In the E and D Blocks, PSHE is delivered by topic specialists and is complemented by a wide variety of outside speakers, who cover subjects such as drug awareness, life choices, responsibility and relationships.

AI

AIMS
Generative AI is a force that is growing fast in education and the workplace. For this reason we think it is essential to educate our students about this technology so that they are well placed to use it in an informed and appropriate manner. Our Generative AI course aims to ensure our students reach the Sixth Form informed about AI and well placed to make sensible decisions about its use.

NATURE OF THE COURSE
Our E and D Blocks benefit from a fortnightly AI lesson. This is part of a course that considers the ethical use of AI, the technology behind AI, the place of AI in education and the role of AI in the workplace. There is pre-reading in advance of each lesson. Lessons themselves are designed to be discursive and practical. As the technology evolves so will our course.

ACADEMIC ENRICHMENT

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

In the E Block this takes the form of debating, philosothon or Model United Nations that allows students to develop their skills of oracy in a collaborative setting. In the D Block, students are invited to write an academic paper and to participate in an academic conference. This is an experience that we hope will give insight into life in the Sixth Form and higher education.

THE WHOLE PERSON · THE WHOLE POINT ·

RUGBY SCHOOL

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

@Rugbyschool1567 RugbySchool1567 rugbyschool1567