

# INTRODUCTION

## Sixth Form Curriculum:

### Academic Curriculum

Our post-16 curriculum seeks to ensure breadth of study as well as flexibility in choice and combination of subjects. All A Level subjects follow a two-year linear programme (internal end of year exams in Year 12, final public exams in Year 13). BTEC Sport students, only, will sit a public examination in Year 12.

These are the current subjects available and are subject to change.

Ancient History	Art and Design
Biology	Business Studies
Chemistry	Computer Science
Design and Technology	Economics
English Literature	French
Geography	German
History	Latin
Mathematics	Further Mathematics
Music	Physics
Politics	Psychology
Spanish	Sport (BTEC)

In Year 13, about 70% of students will continue with three subjects and approximately 30% will continue with four subjects.

### Column E (see Appendix A for further details)

You may opt to study the Extended Project, GCSE Italian, Beginners Mandarin Chinese, Beginners Japanese or continue in the CCF or Stage Lighting and Sound Team.

### Enrichment Curriculum

We believe we have a broad and balanced curriculum of proven worth and excellence. In addition to the four A level subjects and Column E choice, all Year 12 students will have a Games Afternoon where they can engage in a wide variety of team and individual sports at various skill levels.

Sixth Formers contribute greatly to the whole School and are encouraged to participate fully in the various co-curricular activities on offer. They are invited to work towards the RGS Gold Award which recognises excellent commitment to Volunteering, Leadership and Co-Curricular. Sixth Formers have also initiated and run many successful societies, mentored younger students, helped at a local hospice, taken part in sport, music and drama, the Wycombe Business Management Conference, World Challenge trips and much more besides.

## ART AND DESIGN

<b>Examination Board:</b> <b>AQA</b>
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Art and Design – Fine Art is both a form of communication and a means of expression of ideas and feelings. It forms a language which complements those of the literary, mathematical, scientific and factually based subjects and is especially concerned with the development of visual perception and aesthetic experience.

During the 2 years of the course you will produce a comprehensive portfolio of work which is a fundamental element of the A Level course. All Art Schools, University Departments of Fine Art and most Schools of Architecture require applicants to submit a portfolio of work. This specification is intended to form part of an educational continuum which progresses naturally from GCSE and is intended to meet the needs of any student with an interest and aptitude for Art. Employers actively seek out students who have undertaken Arts-based subjects due to the range of high level personal and transferable skills that students need to possess and develop in order to enjoy success in this field.

### Areas of Study

You will follow the Fine Art specification within Art and Design and will be required to work in one or more area(s) from those listed below:

- painting, drawing and mixed media
- sculpture (including ceramic sculpture)
- land art, installation and construction
- printmaking
- photography

### Year 12 - Fine Art - 7202/C

In Year 12, you will develop work based on an idea, issue, concept or theme leading to a finished outcome or series of related finished outcomes. This experimental year has a similar structure to that of a Foundation Year where we encourage an exploratory approach within a critically creative environment. You will develop a range of skills which will equip you with the ability to start defining your own, personal creative practice. You will be actively encouraged to stretch and challenge yourself. The year is an opportunity to produce an extended collection of work that exemplifies aspects of your developing knowledge, skills and understanding. This work should provide evidence of research; the development of ideas; critical/contextual understanding; and making skills. It should demonstrate your ability to sustain work from an initial starting point to a realisation.

### **September to February - Component 1 (60%)**

Theme: *'Sense of Place'*

You will produce a creative portfolio of work and final piece which demonstrates your ability to research and explore a range of visual stimuli and your personal connection, interaction and response to those surroundings. This includes a two-day workshop in a local area of geographical and artistic interest and a series of tasks designed to develop and challenge your existing knowledge and skills.

### **February to April - Component 2 (40%)**

Theme: *'Dynamism of the Human Figure'*

You will produce a creative portfolio of work and final piece which builds on the skills developed in Component 1 and challenges you to explore and research, in depth, a range of materials, techniques and processes employed by other artists throughout history linked to the Human Form. This includes 3D workshops and life drawing classes led by the Royal Academy.

### **Year 13 - Fine Art - 7202**

Coursework Portfolio (60%) and Externally Set Task (40%). Set and marked by the School and moderated by AQA.

### **May to January - Component 1 (60%)**

Theme: *'Critical Studies/Personal Investigation Skills'*

You will produce a creative portfolio of work and final piece which has a focus on your own selected area of interest which might develop from previous work or be influenced by your future career and university choices. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words. The portfolio will be a combination of practical tasks, together with written explanations and analyses of the research and development work undertaken.

### **February to April - Component 2 (40%)**

You will produce a creative portfolio of work and final piece as an externally set assignment. You will select one question from a choice of eight issued by the AQA examining board. Questions are issued on 1 February and you then have nine weeks to prepare and develop your ideas through your portfolio. There is a final exam which lasts 15 hours.

You will need to be able to work independently, managing your time effectively and demonstrate a sophisticated level of personal and thoughtful response to the stimulus, addressing all the assessment objectives through a finished outcome or series of linked final outcomes.



## BIOLOGY

<b>Examination Board:</b>	<b>OCR</b>
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As a prospective A Level Biology student you must possess a genuine and strong interest in the study of life in its many forms. The level of interest must be such that you will be motivated to spend at least five hours a week supporting the work covered in class with enough background reading and private study in order to be able to:

- Complete and reinforce class notes
- Write up class experiments and investigations
- Answer examination questions given as homework

Experience has shown that without such an interest you will find yourself unable to cope with the A Level examination specification, modules and practical work.

<b>Module 1 – Development of practical skills in Biology</b> Skills of planning, implementing, analysis and evaluation	
<b>Module 2 – Foundations in Biology</b> Includes: Cell structure; biological molecules; nucleotides and nucleic acids; enzymes; biological membranes; cell division, cell diversity and cellular organisation	
<b>Module 3 – Exchange and transport</b> Includes: Exchange surfaces; transport in animals; transport in plants	<b>Module 4 – Biodiversity, evolution and disease</b> Includes: communicable diseases; disease prevention and the immune system; biodiversity; classification and evolution
<b>Module 5 – Communications, homeostasis and energy</b> Includes: communication and homeostasis; excretion as an example of homeostatic control; neuronal communication; hormonal communication; plant and animal responses; photosynthesis; respiration	<b>Module 6 – Genetics, evolution and ecosystems</b> Includes: cellular control; patterns of inheritance; manipulating genomes; cloning and biotechnology; ecosystems; populations and sustainability

### Assessment Overview

#### Paper 1 Biological Processes - 2½ hours

Section A – Multiple Choice

Section B – Structured questions and extended response questions covering theory and practical skills

## **Paper 2 Biological Diversity - 2¼ hours**

Section A - Multiple Choice

Section B - Structured questions and extended response questions covering theory and practical skills

## **Paper 3 Unified Biology - 1½ hours**

Structured questions and extended response questions covering theory and practical skills

## **Non Exam Assessment - Practical Endorsement for Biology**

Teacher assessed component. You will complete a minimum of 12 practical activities to demonstrate practical competence

## **Subject Combinations and Subsequent Careers**

Traditionally Biology is combined with Chemistry and either Physics or Mathematics for such careers as Medicine, Veterinary Science and Dentistry. If you are considering any of these, an A Level pass at an appropriate grade in Chemistry is essential. If you are looking towards a Biology related degree some institutions require Chemistry to have been taken at A Level as well.

Veterinary Science and Medicine probably constitute the most competitive fields as regards university entrance so that only candidates with exceptionally good GCSE grades and outstanding personal qualities can view the prospects with justifiable optimism. The standard minimum offer for these subjects is AAA in the appropriate subjects – one of which is always Chemistry. You should be confident of your ability to attain the necessary academic standards before becoming too emotionally or otherwise committed to one of these careers and you should act upon the advice of your teachers if you are to avoid the possibility of bitter disappointment at a later stage. Strong evidence of real motivation including some kind of first hand work shadowing is a must for prospective medics and vets. Dentistry is only slightly less competitive and seems in many ways to offer an attractive proposition as a career. The Medical Society at RGS (MedSoc) is set up to help suitable students along every step of the way towards securing a place at a medical, veterinary or dental school.

The area of Biological Sciences includes a vast array of university courses such as Pharmacology, Biochemistry, Molecular Genetics, Plant Science and Zoology. Many students will find a degree course that matches their interests and aspirations.

**Mr P Wood**

## BUSINESS STUDIES

<b>Examining Board:</b> <b>AQA</b>
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This course examines all aspects of business, including marketing, accounting and finance, internal organisation, human resources and operations management. It explores how an individual business is affected by and adapts to changes in government policy and economic and social changes. Although the course does involve a theoretical approach to business, the emphasis is always on how theory can be applied to realistic business situations, with the focus on providing solutions supported by evidence and analysis. You will be required to apply your knowledge and understanding to analyse and solve current business problems and issues, using case studies, videos and similar materials.

The subject provides a solid foundation for any career in Accountancy, Law, Finance, Human Resources, or indeed a wide variety of jobs in the City, business or the media, and the skills of analysis and evaluation which are developed are useful in any career.

### **For the A Level, you will study the following topics:**

- What is business?
- Managers, leadership and decision making.
- Decision making to improve marketing performance.
- Decision making to improve operational performance.
- Decision making to improve financial performance.
- Decision making to improve human resource performance.
- Analysing the strategic position of a business.
- Choosing strategic direction.
- Strategic methods: how to pursue strategies.
- Managing strategic change.
- The A level assesses quantitative skills, making up a minimum of 10% of the overall marks. The skills tested include ratios, averages, fractions, percentages and calculation of profit and loss.

The course involves, in all sections, a considerable amount of both written and numerical work, and you will have to be prepared and able to read and understand written, graphical and numerical data.

The A-level is assessed by three two hour written exams at the end of the course.

Paper 1: Multiple-choice questions, short answer and two essays.

Paper 2: Three compulsory data response questions.

Paper 3: One compulsory case study consisting of six questions.

**Mr D Durning**

## CHEMISTRY

<b>Examination Board:</b> <b>PEARSON</b>
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How do you make Aspirin?

Why do endothermic reactions happen?

Why is copper sulphate solution blue?

Do you enjoy practical work?

If you want to know the answers to the first three questions and answered 'yes' to the last, Chemistry is the subject for you!

Chemistry is a very popular and challenging A Level subject. This course not only gives you a good understanding of the basic principles of the subject but it also seeks to inspire the research scientists of tomorrow. It covers aspects of Chemistry often in the media and which affect everyone's lives. It is important you have the necessary knowledge and understanding to explain aspects of contemporary Chemistry such as climate change, green chemistry, pharmaceuticals and smart materials.

The specification followed is Pearson (Edexcel) A-level Chemistry (2015). It is a linear course with all examination-based assessment at the end of Year 13. Practical work gives you opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. These skills are assessed by completing a number of core practical experiments throughout the course. The assessment outcomes are reported on your certificate as the "Practical Endorsement" - achieved or not achieved. Practical knowledge is also assessed in the written examinations.

An understanding of Chemistry is essential or desirable for a host of university courses. Apart from pure Chemistry, these include: Pharmacy, Agriculture, Horticulture, Geochemistry, Geology, Medicine, Veterinary Science, Environmental Science, Materials Science, Chemical Engineering, Metallurgy, General Engineering, Microbiology, Biotechnology and Biochemistry.

A Chemistry A-level is also useful when applying for many other subjects at university. Its greatest value for those not intending to pursue a scientific discipline lies in the reasoning, problem-solving and numerical skills you will develop. For those not yet committed to a specific career path, Chemistry in combination with Mathematics, Physics, Geography or Biology keeps open a very wide set of options. Several universities offer courses where Chemistry is taken with a Foreign Language with 1 year being spent at a European university. There are also courses where students spend a year of their study at an American, European or Australian university.

**Mr J Young**



## CLASSICS

<b>Examination Board:</b>	<b>OCR</b>
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The full traditional Classics course consists of Latin and Ancient History. However, either of them can be taken with other subjects, and this is commonly done.

There is a curious false impression that study of the Classics will limit career choice. The specimen list given below of careers followed by Classics graduates should reassure and should not be surprising when it is considered that a study of Classics is an introduction to two vigorous and fascinating civilisations at critical points in their development.

### LATIN

There are two main branches to the work:

First, the study of the literature, in prose and poetry, written by authors of central importance such as Cicero, Ovid, Tacitus, Livy, Sallust, Catullus and Virgil. Activities range from straightforward translation, to discussion and explanation of the subject-matter, to literary criticism. Specific prescribed texts of both prose and poetry are set; study of individual authors begins in Year 12, and in Year 13 there is the option to either add another author or to study the first author in greater depth. These are examined by both context and essay questions.

Second, knowledge of the language is strengthened throughout the course with the grammar gradually becoming more complex in order to enable you to read Latin in the original with confidence. The skill of translating from English into Latin may be introduced in Year 13, leading, for those that want it, to the possibility of offering a prose composition (English into Latin) in the examination. The alternative is a comprehension/translation test which includes some questions on grammar.

Latin fits particularly well with Modern Languages, History and English (and may be offered with those for university entrance, including Oxbridge), but in recent years it has also been combined very successfully with Mathematics and/or Science subjects to offer some breadth.

The new specification offers a straightforward transition from GCSE work, and should be accessible to anyone with a Grade 7 or better. However the prime requisite is enthusiasm for the subject and we will try to accommodate you if you are keen to study the subject. (Note that Latin at this level does not contain any Roman Life element. If you have a particular interest in this aspect you might consider Ancient History.)

### Exam Units taken at the end of the 2 year course:

1. Unseen translation of one prose and one verse passage (1 hour 45 minutes)
2. Comprehension paper or optional English to Latin composition (1 hour 15 minutes)
3. Prose Literature tested by translation, context and essay questions (2 hours)
4. Verse Literature tested by translation, context and essay questions (2 hours)

## **ANCIENT HISTORY**

Please note that absolutely no previous knowledge of Latin or Greek, or even of the Ancient World in general, is expected if you want to take this subject. All necessary background is fully explained at the beginning of the course, and all sources are studied in English.

The essential requirements for success are: an interest in history *per se*, an enjoyment of reading and research, good reasoning skills and the ability to write good English. The course is accessible if you have GCSE English Literature at Grade 6 or above and, where GCSE History, Latin or Classical Civilisation have been taken, a Grade B or above is required. If you fail to meet these requirements you will be assessed on an individual basis, so do not be deterred.

A Level Ancient History is made up of two aspects, both examined at the end of Year 13 in two 2½ hour exam units.

### **Greek**

The 5th century BC Period study - looking at the 5<sup>th</sup> century with a focus on the relations between Sparta, Athens and Persia, through the Persian and Peloponnesian Wars.

Sparta Depth Study – looking at the politics and culture of Sparta with relation to the other Greek states. There is considerable overlap with the period study

### **Roman**

The Julio–Claudians Period Study - considering the early days of Imperial Rome and the evolution of Empire.

The Fall of the Roman Republic Depth Study – considering the period immediately preceding the Period study, and how it was that the Republican system ceased to be fit for purpose and allowed the creation of Imperial Rome

You will be expected to have a detailed knowledge of prescribed original sources.

This is a course to which anyone, whatever his other subjects, although it might be of special interest to those who have enjoyed the Roman Life aspect of the Cambridge Latin Course or who have taken Classical Civilisation at GCSE. Emphasis is laid on examining evidence and discussing its credibility as well as on learning the facts. Essays are regarded as a vital element in research and discussion. It should be a training of practical use to any would-be Historian or Lawyer or indeed anyone wishing to perfect their skills of expression and analysis. It also offers opportunities to demonstrate the key skills of ICT, problem solving, communication and working with others.

## **UNIVERSITY**

Classical subjects can be studied at many universities, either on their own or in combination with a wide variety of other subjects (e.g. Archaeology, Anthropology, Medieval/Modern History, English, Linguistics, Modern Languages and Philosophy). For a traditional full Classics degree, an A Level in Latin is clearly an advantage, but all universities, including Oxford and Cambridge, are now happy to teach either language from “scratch”. In recent years, for example, some of those who have taken only Ancient History at A Level have gone on to study full Classics at university.

## **CAREERS**

The perennial question is: “What does the study of Classics qualify you for?” An illuminating list of the careers of Oxford Classics graduates, mentioned at a talk given at this School, lists advanced scholarship, law, business, teaching, Civil Service, wine trade, art gallery and library work, the stage, advertising, film-making, publishing, medicine.

We regularly ask about the situation and the answer is always the same – that there are plenty of openings for good Classics men. Very few degree courses qualify a person directly for a career, and a period of additional vocational training is almost always required. The Secretary of the Oxford University Appointments Board has made it plain that Classicists are in a sense at an advantage because they are often more aware of this than others. He has said too, in a letter to us here, “We also have many employers who actually prefer Classics graduates for the width and rigour of their degree subject.”

**Mrs D Dicks**

## Introduction

Computer Science is a subject that, by its nature, requires boys to consider individual, moral, ethical, social, cultural and contemporary issues. Computers are widely used in all aspects of government, business, industry, education, leisure and the home. In this increasingly technological age a study of Computing, and particularly how computers are used in the solution of a variety of problems, is not only valuable but also essential to the future wellbeing of the country.

Computer Science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a simple level; it encourages an awareness of the management and organisation of computer systems; it extends the your horizons beyond the School environment in the appreciation of the effects of computer applications on society and individuals. For these reasons, Computing is as relevant to a student studying Arts subjects, as it is to one studying Science subjects.

## Course Outline

**Computer Systems (01)** – You will gain an understanding of operating systems; the characteristics of contemporary processors, input, output and storage devices, software and software development, exchanging data, data types, data structures and algorithms. Legal, moral, cultural and ethical issues. This element contains the majority of the content of the qualification and is assessed in a written paper recalling knowledge and understanding.

**Algorithms and Programming (02)** – You will gain an understanding of elements of computational thinking, problem solving and programming and algorithms. This component relates principally to problem solving skills needed to apply the knowledge and understanding gained in the Computer Systems component 01.

**Programming Project (03 or 04)** – this is a practical portfolio based assessment with a task chosen by you and/or teacher which involves using an appropriate programming language. You will gain an understanding of definition, investigation and analysis, system design, software development and testing; documentation, evaluation and how to produce written reports covering these topics.

You will choose a computing problem to work through which will include:

- analysis of the problem
- design of the solution
- developing the solution
- evaluation

**A Level Examination**

Computer Systems (01) 40% - 2½ hours written examination

Algorithms and programming (02) 40% - 2½ hours written examination

Programming Project (03 or 04) 20% - Portfolio based Assessment

**Mr D Travi**

## DESIGN AND TECHNOLOGY

<b>Examination Board:</b> <b>AQA</b>
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This creative and thought-provoking qualification gives you the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative, product design and engineering industries. You will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put your learning into practice by producing products of your choice. You will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

This qualification is linear meaning you will sit all your exams and submit all the non-exam assessment material (Coursework) at the end of the course.

An outline of the course specification is as follows:

### Paper 1

<b>What is assessed</b>	Technical principles
<b>Written exam</b>	2.5 hours
<b>Marks available</b>	120
<b>Percentage of A Level</b>	30%
<b>Type of questions</b>	Mixture of short answer and extended response.

### Paper 2

<b>What is assessed</b>	Designing and making principles
<b>Written exam</b>	1.5 Hours
<b>Marks available</b>	80
<b>Percentage of A Level</b>	20%
<b>Type of questions</b>	<b>Section A:</b> Product Analysis – 30 marks Up to 6 short answer questions based on visual stimulus of product(s) <b>Section B:</b> Commercial Manufacture – 50 marks Mixture of short and extended response questions

## Non Exam Assessment (NEA) / Coursework

<b>What is assessed</b>	Practical application of technical principles, designing and making principles
<b>How it is assessed</b>	Substantial design and make project
<b>Marks available</b>	100
<b>Percentage of A Level</b>	50%
<b>Evidence</b>	A3 design portfolio and photographic evidence of final prototype

**Mr D Marshall**

## Why Study Economics?

Economics is an ideal subject if you are interested in business, finance or political issues, and will also suit you if you are considering a career in the media or law. It combines well with a wide range of other subjects, such as History and Politics, but it is also a very good 'bridging' subject, which can be combined with Arts, Social Science or scientific subjects. Mathematicians usually make good economists, although it is not essential to take Mathematics to study Economics.

The course makes considerable use of material relating to current affairs, and we make much use of news articles, videos and internet resources.

Each year a significant number of students continue to study Economics at university, and we have a number of Oxford and Cambridge places awarded each year to read the subject.

## The Course:

Economics is conventionally divided into microeconomics and macroeconomics.

Microeconomics involves a study of markets and prices, addressing issues such as:

- Why has the price of petrol risen?
- Why has the price of computers fallen?
- Why does David Beckham earn more than a highly qualified Head of Economics?
- What factors affect the housing market?

We also consider areas of 'market failure', where the government intervenes to ensure a more satisfactory outcome – pollution controls, public sector goods and services and legal restraints on monopolies, for example. The course involves a close analysis of several markets, such as the oil market and the market for sport and leisure, and in the second year the economic analysis of business and the labour market is introduced.

Macroeconomics is the study of the whole economy, and how government policies such as use of taxation and interest rates can be used to achieve economic objectives.

The course covers issues such as:

- How can unemployment be reduced?
- How can economic growth be encouraged?
- Can we increase UK living standards?
- Is income inequality a problem which should concern us?
- Why has Britain's relative position in the world changed?
- Does inflation matter?
- Will we be more prosperous outside the EU?



These are the main topic areas covered in the first year of the 2-year A Level course:

1. Economic methodology and the economic problem
2. Price determination in a competitive market
3. Production, costs and revenue
4. Competitive and concentrated markets
5. The market mechanism, market failure and government intervention in markets
6. The measurement of macroeconomic performance
7. How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
8. Economic performance
9. Macroeconomic policy

These are the main topic areas covered in the second year of the 2-year A Level course:

1. Perfect competition, imperfectly competitive markets and monopoly
2. The labour market
3. The distribution of income and wealth: poverty and inequality
4. The market mechanism, market failure and government intervention in markets
5. Financial markets and monetary policy
6. Fiscal policy and supply-side policies
7. The international economy

The examinations are a combination of multiple choice questions, data questions and written answers. Please consult the examination board's website ([www.aqa.org.uk](http://www.aqa.org.uk)) for full details.

### **Requirements:**

Economics involves written work, some numerical work, and a considerable use of diagrams and graphs. Consequently, **a 6 Grade is required in both English Language and Mathematics for successful study of the subject at this level.**

**Mr P Bastow**

## ENGLISH LITERATURE

<b>Examination Board:</b> <b>OCR</b>
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You may not choose to study BOTH English Literature and English Lang/Lit at A Level.

You will need the right approach to find the study of English Literature both enjoyable and fulfilling. You should be fond of reading, prepared to do so independently and be ready to tackle some of the most influential and challenging pieces of literature. You will have already shown your ability to write fluent, accurate English by achieving at least a Grade 6 at GCSE in both English Language and English Literature. It profits students of English Literature to have an interest in other art forms, especially the theatre, together with imagination and a sense of literary style.

The course is divided into three units:

▪ Shakespeare, Drama and Poetry pre-1900	Three texts – written paper – 40%
▪ Comparative and Contextual Study	Two texts to prepare and an Unseen Passage in a topic area e.g. Gothic Literature – written paper – 40%
▪ Literature post-1900	Three texts – coursework – 20%

The study of English Literature complements many other subjects, particularly those where essay writing skills are a strong feature. It fosters a broad knowledge of the cultural and historical contexts of texts, as well as an openness to different ways of reading and understanding them. It sits well with History, Geography, Philosophy, Modern Languages, Classics, Art and Music. Other combinations are also possible. You can take English with Mathematics, for instance, though you should be clear in your mind about which groupings are both helpful and sensible.

### English at University

A wide range of careers is open to students who have read English at university. Looking at our own Old Boys we can see teachers, lawyers, journalists, broadcasters and actors as well as people succeeding in business, industry, the civil service and advertising. There are many other options. Successful completion of an English Literature degree course demonstrates academic capabilities, powers of analysis, mental rigour and mastery of your own language – all highly desirable qualities in many walks of life.

**Mrs J Holdsworth**

## FRENCH

<b>Examination Board:</b>	<b>AQA</b>
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A level French is a popular and demanding course. During the course you will enhance your French reading, listening, speaking and writing skills through an eclectic study of contemporary French society and culture, as well as political life in France. The study of French literature and French film is also an integral part of the course. You will also be encouraged to take part in the work experience exchange the School has with the Victor Hugo School in Toulouse. One period a week you will work with the French Language Assistant developing your spoken communication.

### Course Content and Assessment

The A-level exam has 3 main elements:

1. Social issues and trends
2. Political and artistic culture
3. Grammar

You also have to study two literary texts or one literary text and one film.

The A-level exam consists of 3 papers.

	<b>Skills</b>	<b>Duration</b>	<b>Marks</b>	<b>Proportion of Grade</b>
1	Listening, reading and writing	2.5 hours	100	50%
2	Writing	2 hours	80	20%
3	Speaking	21-23 mins	60	30%

### Why Study French?

France is an integral part of the global market we live in. Therefore, being able to communicate in French is an extremely valuable skill to have at your disposal. Studying French will not only enhance your language skills but also your ability to communicate effectively in any medium. A Level French gives you a greater appreciation of the society and the culture of France and the French-speaking world.

French is chosen by not only those students interested in the language and traditions of the country, but also by students who take a more scientific route as it complements a wide range of subjects. The language and communication skills you will acquire are instantly transferable and extremely useful in many future careers.

### Careers

French graduates are always in demand being able to pursue a career in a wide range of occupations. French graduates can work in any business environment such as finance and accounting or marketing and sales, as well as the more traditional careers such as international law, teaching, interpreting and translating.

Mrs C Whybourn

## GEOGRAPHY

<b>Examination Board:</b>	<b>OCR</b>
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Geography is about understanding the world around us: the physical basis and then how humans use and interact with it. It is about spatial relations: where things are, why they are there and what the consequences are. We look at the world at a variety of scales from the very local to the global. We are interested in economic, social and political patterns and how they interrelate. As such Geography combines very well with many other subjects from giving a human context to those wanting to be Medics and Engineers to a view of the world economy for those in finance and business.

### Course outline

The course is divided into two: physical and human, with a different teacher for each side.

Distributions and where things happen have always been important to Geographers and now this area has its own place in all A level courses. The OCR course: “Changing spaces; making Places”, looks at our perceptions and interpretations of the places we know and those we don’t; what makes a place special, then how and why this can change. We then look at migration patterns and how this is affecting global economics and peoples. . We look at the concept of power and how international concepts of the nation state and their physical boundaries are being challenged today. We are all global citizens and these units provide an ideal platform for discussing the complexities of today’s world from the conflicts in Syria, the implications of Brexit and the balance of power between nations and big business in the contemporary global system.

On the physical side we start with the earth’s carbon and water cycles upon which all life depends. There is a focus on tropical rainforests and the tundra environments for the case studies. We move on to a detailed study of glacial and periglacial conditions with links to the tundra regions introduced earlier. We look at the processes that operate, as well as the resultant landforms and the implications for human use of these areas.

In Year 13 we tackle bigger issues that are examined in an extended essay writing style. On the physical side we study the Hazardous Earth and the problems of, and responses to, the tectonic events of volcanoes, earthquakes and tsunamis. On the human side we look at Disease Dilemmas; the global distribution and implications of diseases and conditions such as AIDS, Ebola, coronary heart disease and diabetes.

You are required to undertake 4 days of fieldwork during the course so there will be a 4 day residential fieldtrip to the Blencathra Field Study Centre in the Lake District, usually over a long weekend in February/March, This supports the glaciation, life support systems and sense of place units as well as teaching techniques and possibly collecting data to be used in the Individual Investigation. There will also be opportunities to conduct local fieldwork closer to home.

This is a 2 year course examined at the end by 3 written papers.

**Paper 1. Physical Systems**– 1 hours 30 minutes (22%)

Section A: Glaciated landscapes

Section B: Earth's Life support systems

**Paper 2: Human Interactions** - 1 hours 30 minutes (22%)

Section A: Global Connections

1. Global Migration

2. Power and Borders

Both papers will require the use of geographical skills such as the interpretation of OS Maps, photos and data sets. There will be a variety of question types from multiple choice and short answer to extended prose.

**Paper 3. Geographical Debates** – 2 hours and 30 minutes (36%)

1. Disease Dilemmas

2. Hazardous Earth

In addition there is a Geographical Investigation (20%). You will complete an Individual Investigation, of approximately 3-4000 words, on a question or issue defined and developed by you relating to any part of the specification content and which must include data collected in the field. This piece of work will be internally marked and then externally moderated.

## Higher Education

Geography is about making sense of the world around us by looking at the social, economic, political and environmental aspects of a given issue. It is about gathering information from a wide variety of sources and writing reports summarising the main points of an argument. These sort of analytical skills are highly transferable and prepare you very well for a wide variety of degree courses from straight Geography to Environmental Science or Geology on the physical side to Business Studies, Management or Law on the Human side. Geography degrees cover a huge range of topics from the Geography of Disease to the Geopolitics of the Middle East and can be studied within an Arts or Science Faculty.

## Careers

Geography graduates are highly employable for their analytical skills and their ability to look at any issue or problem from a variety of points of view. In a recent survey of Geography graduates, the Royal Geographical Society found the following destinations five years after graduating: administration / management; teaching / lecturing; finance; marketing; research; armed and emergency services; environmental services; social services; and tourism, with graduates having some of the highest employment rates of all subjects

**Mrs J Gazard**

<b>Examination Board:</b>	<b>AQA</b>
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If you choose A Level German you will study topics such as the changing role of the family, the digital world, integration into German society and German music, films, television, traditions, fashion and art. You will also continue to work on your knowledge and understanding of German grammar. You will be encouraged to listen to and read extra authentic German material and a vast amount of these items are available on the School VLE. You will also have one period each week with our native German speaker to develop your communication skills

### Why German?

German is among the ten most commonly spoken languages in the world and has the **largest number of native speakers in the European Union**. World-wide **120 Million people speak German** and it is the second most commonly used scientific language in the world.

Germany has the **world's third strongest economy** and is the world's second-largest exporter. Its economic strength equals business opportunities. Multinational businesses such as BMW, Daimler, Siemens, Lufthansa, SAP, Bosch, Infineon, BASF, and many others need international partners. The Japanese, who have the 2nd most powerful economy in the world, understand the business advantages that a knowledge of German will bring them: 68% of Japanese students study German. Germans are world leaders in engineering.

92 **Nobel Prizes** and counting! 22 Nobel Prizes in Physics, 30 in Chemistry, and 25 in Medicine have gone to scientists from the three major German-speaking countries, while many laureates from other countries received their training in German universities. 11 Nobel Prizes in Literature have been awarded to German-language writers, and 7 Germans and Austrians have received the Peace Prize.

As prolific researchers and scholars, German speakers produce nearly **80,000 new book titles each year**. Only the Chinese and English publishing industries produce more. Since only about 5% of German books are translated into English, only a knowledge of German will give you access to these titles.

With 8 million **Internet domains**, Germany's top-level country domain .de is second only to the extension .com. Even the second-place country extension .uk trails far behind at 3.7 million domain names

## **German at University**

Apart from Oxford and Cambridge, the Universities of Bath, Birmingham, Bristol, Durham, Exeter, Kings College London, Leeds, Manchester, Newcastle, Southampton, St Andrews, University College, London and Warwick have among the most popular and successful courses in German.

Graduates with a German degree find careers in business, health, research, engineering, technology, construction, energy, teaching, media, public services, sports occupations, tourism, agriculture and countless other professions.

Apart from other languages, including Chinese, Persian and Arabic, **German can be combined with many other subjects** such as Business Studies, Economics, History, International Relations, Law, Management, Mathematics, Philosophy, Psychology and Theatre Studies.

A year spent abroad in a German speaking country is an integral part of most German degrees.

**Mrs C Javaid**

## HISTORY

<b>Examination Board:</b>	<b>PEARSON</b>
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A Level History is extremely popular at the RGS and in recent years we have had a number of students go on to read the subject at some of Britain's top universities, including Oxford and Cambridge.

To support your academic study we organise a programme of extra-curricular opportunities to enhance your understanding and foster a love of the subject. In the Spring, the Department hosts its annual 'History Lecture' for RGS students as well as students from around the county and we welcome one of the country's leading historians to this event. In addition, the Department organises numerous visits to support the curriculum and in the past we have travelled to a wide variety of destinations including New York, Istanbul, Gallipoli, Berlin and Krakow.

### Assessment

<b>Unit 1 (Exam)</b>	Russia 1917 – 1991. From Lenin to Yeltsin
<b>Unit 2 (Exam)</b>	Mao's China 1949 – 1976
<b>Unit 3 (Exam)</b>	The British Experience of Warfare c1790 – 1918
<b>Unit 4 (Coursework)</b>	The Origins of the Holocaust

History is an excellent subject to study in the Sixth Form, whether you are thinking about it as a degree choice, helping to support your other subjects and university application or simply for enjoyment. Admissions tutors and employers recognise the skills which History can give students, such as how to:

- gather and use information
- construct and sustain an argument
- make balanced judgements
- understand other people and other situations
- form and express your own opinion
- understand the world in which you live.

### The most popular subject combinations with History in the Sixth Form are:

- History and English
- History and French / German / Spanish
- History and Geography
- History and Economics
- History and Ancient History



## **History at University**

History can be studied at almost every university in the country. The majority of students choose courses that combine Medieval, Early Modern and Modern History; but it is possible to study Medieval History alone, for example.

History can be studied with other subjects. For example:

- Politics
- Economics
- Geography
- Modern Languages
- English

Many who study A Level History go on to study new subjects at university, for example Law, Journalism, Politics, International Relations and Archaeology for which knowledge of History provides a useful background.

The standard entry requirement for History at university has risen in recent years and, while the very top universities now expect an A Grade at A Level, there are a number of excellent courses which require a B Grade for entry. It is a popular subject and attracts a good type of undergraduate, usually one with a wide range of interests.

## **Careers**

What can you do with a History degree? Getting ahead in today's job market relies on having skills. This is particularly true when we consider that most people will have up to seven different jobs in their working lives. Even in apparently unrelated, specialised fields, such as Accountancy, History graduates do well, because after further training they display general ability and a well-rounded approach to problems.

Some graduates become teachers or civil servants - the kinds of careers History graduates have long done. But, they are by no means limited to these. Today's history graduates find that they have very wide opportunities. They become merchant bankers, lawyers, publishers, production managers, journalists, computer programmers, advertising specialists, website consultants and so on.

**Mr S Taylor**

## MATHEMATICS

<b>Examination Board:</b>	<b>Pearson</b>
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Mathematics and those who excel in it are becoming ever more highly prized. Mathematics A level is not just valuable for those interested in Mathematics, Engineering, the Sciences and Economics but also provides a wider knowledge base for those specialising in the Humanities subjects and the Arts.

Under the new specification, which was first taught in 2017, you will gain a solid grounding in Pure Mathematics and an introduction to the applications of Mathematics and mathematical modelling of real-world scenarios through the study of Probability, Statistics and Mechanics. This will enable you to explore aspects of Mathematics that you have hitherto not experienced.

In Year 12 you will study Pure Mathematics. In Year 13 you will develop a broader and deeper appreciation of the Pure Mathematics studied in Year 12 plus two other key areas of Mathematics: Mechanics, Probability and Statistics.

The A-Level Mathematics examination comprises 3 papers, each of which is two hours long and are each worth 100 marks. Approximately 50% of the total marks available will come from Pure Mathematics, with 25% attributable to Probability and Statistics and 25% to Mechanics. There is no coursework in A-Level Mathematics.

Mathematics is an amazing subject to have at A-Level and, provided you have a solid understanding of the GCSE concepts before you start, you should be able to do well. You can expect to have Mathematics homework up to four times a week. There is a greater emphasis on problem solving activities and the use of graphical calculators.

**Mr T Woolliams**

## FURTHER MATHEMATICS

<b>Examination Board:</b>	<b>Pearson</b>
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The Further Mathematics course covers all aspects of Mathematics in sufficient depth to provide a perfect foundation for those who aim to study not just Mathematics, but also Economics, Computing, Engineering, Medicine and Sciences to a higher level. Indeed, Further Mathematics is highly regarded for Economics and Engineering at the top universities.

Further Mathematics can only be studied in conjunction with Mathematics at A Level.

The Further Mathematics A Level examination comprises 4 exam papers which, combined, total 6 hours and are worth 300 marks. The first 2 papers are both Further Pure Mathematics. The other 2 papers cover Further Statistics and Further Mechanics which means the allocation of marks is similar to the Mathematics A Level. There is no coursework in A Level Further Mathematics.

Further Mathematics enables students to distinguish themselves as able mathematicians in the employment market and it eases transition to a mathematics-rich university course. You must enjoy Mathematics if you wish to study Further Mathematics and those with proven ability in it will find the course exciting, intriguing and inspiring.

Students who have not completed Additional Mathematics or Level 2 Further Mathematics will be considered on an individual basis. As with A Level Mathematic specification, there is a greater emphasis on problem-solving activities as well as the use of graphical calculators and technology.

**Mr T Woolliams**

## MUSIC

<b>Examination Board:</b> <b>WJEC EDUQAS</b>
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A Level Music is an academic course, but has a strong performing element to it. It has been designed to provide a logical follow on from GCSE, with the three aspects of performing, composing and appraising reflected in the three units of the course.

### **Component 1:**

Performing: externally assessed 25%/35% of the qualification

- A public performance of one or more pieces, performed as a recital lasting 8 or 12 minutes
- Performance can be playing or singing solo, in an ensemble

### **Component 2**

Composing: externally assessed 25%/35% of the qualification

- Total of two or three compositions, one to a brief set by Eduqas and one either free composition or also to a brief.
- Total time across both submissions must be a minimum of 6 or 8 minutes.

### **Component 3:**

Appraising: 40% of the qualification

- A detailed study of three areas of music, including essay writing and analysis of specific pieces

### **Assessment Overview**

One written paper of 2½ hours, comprising 3 Sections, A, B and C

**Section A: Development of the Symphony 1750 - 1900**

**Section B: Jazz 1920 – 1960**

**Section C: Into the 20<sup>th</sup> Century**

This two year course would provide a suitable foundation if you want to study music at a higher education establishment. Music is generally accepted as a third A Level in any university offer (sometimes the breadth it demonstrates is a distinct plus).

**Mr T Venvell**

## PHYSICS

<b>Examination Board:</b>	<b>Pearson Specification A</b>
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### The Subject

Physicists study matter and interaction, and look to explain and appreciate the remarkable order present in nature. They study the universe at the largest (Cosmology) and smallest (Particle Physics) scales, gaining insight into some of the fundamental questions of humanity. Physics is also extremely useful – as proved daily by engineers, doctors and medical physicists around the world. It is popular among RGS Sixth Formers, with roughly 70 students last year signing up.

### The Skills

If you study Physics as an A Level subject, you can expect to:

- design complex experiments and conduct them in teams within a certain limited period of time
- measure quantities accurately, and gain an appreciation of the level of accuracy needed for a particular purpose
- analyse evidence numerically, and work with mathematical concepts and models.

### Subject Combinations

Physics A Level is usually required for any university application in Engineering, Materials Science or Physics. If studying any of these areas, it is also essential to study A Level Mathematics.

### The Course

In Year 12, you will study some of the keystone topics of Physics, including mechanics, energy, materials, electricity, waves and quantum physics. This helps hone your fundamental understanding of the laws governing the universe and prepares you for Year 13 where you go on to study more complex systems such as harmonic oscillations, rotation and gravitation, electromagnetic field interactions, cosmology and particle physics.

There is also an emphasis on teaching practical and investigative skills throughout the course, taught largely by means of key experiments you will undertake. These will contribute towards your 'Practical Endorsement' Certificate, and there will also be questions about these key practical and analytical skills in the summer exam papers.

**Mr K Watson**

## **POLITICS**

<b>Examination Board:</b> <b>AQA</b>
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Lively, relevant, controversial... there are many ways to describe A Level Politics. There is no denying that it is one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the United Kingdom and United States of America, it helps you understand how the country is run and develops research, written communication, debating skills and confidence.

There are three broad areas of study:

- the Government and politics of the UK
- the Government and politics of the USA and comparative politics
- political ideas including Liberalism, Conservatism and Socialism. In addition, a special study will be made into Anarchism

### **Assessment**

3 Written Examinations each lasting 2 hours.

Each paper has a maximum of 77 marks which equates to one third of the A Level

Paper 1 – Government and Politics of the UK

Paper 2 – Government and Politics of the USA

Paper 3 – Political Ideas

A Level Politics combines well with History, Economics and English. It is ideal if you are considering studying Politics, PPE, Sociology, Ethics, Advertising or Journalism at University. It is highly regarded by employers including the Civil Service, Government, Media and International Organisations.

**Mr S Taylor**

## PSYCHOLOGY

<b>Examination Board:</b> <b>AQA</b>
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Psychology literally means the study of the mind, and is an academic and applied discipline which involves the scientific study of human or animal mental functions and behaviours.

The new A Level qualification offers an engaging and effective introduction to Psychology. You will learn the fundamentals of the subject and develop skills valued by Higher Education and employers, including critical analysis, independent thinking and research. The subject encourages you to study and evaluate the methods and value of a variety of different aspects of psychological study. Psychology builds on skills developed in the sciences and humanities, and enables progression into a wide range of other subjects.

The A level is made up of some compulsory content and some options. There are three two hour papers. Each topic is worth 24 marks.

### **Paper 1 – Introductory Topics in Psychology** (all topics are compulsory)

- 1 Social influence
- 2 Memory
- 3 Attachment
- 4 Psychopathology

### **Paper 2- Psychology in Context** (all topics are compulsory)

- 5 Approaches in Psychology
- 6 Biopsychology
- 7 Research methods

### **Paper 3 – Issues and Options in Psychology**

Issues and Debates in Psychology is the compulsory topic in this exam. You will also sit questions on three other sections:

- 8 Gender
- 9 Schizophrenia
- 10 Forensic Psychology

**Mrs J Watson**

## SPANISH

<b>Examination Board: AQA</b>
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Spanish at A Level has been consistently gaining popularity over the past few years, with several boys going on to study it at degree level, often along with another subject. Whether you wish to study **one** or **two** languages you can choose additional subjects from a wide range of Arts and/or Science subjects. If you wish to study **two** languages, the combination of subjects will be French with German or Spanish.

You are particularly advised not to consider a language as an easy option. A considerable amount of general reading and listening is vital and in any case, learning a language always entails hard work, much of which will be left to your own initiative, e.g. reading and listening to authentic items on the Internet and VLE.

### The Course

<b>Paper 1:</b>	<b>Listening, reading and translating</b> <b>2hrs 30 mins. 100 marks. 50% overall mark</b>
<b>Paper 2:</b>	<b>Writing</b> <b>2 hrs. 80 marks. 20% overall mark</b>
<b>Unit 3:</b>	<b>Speaking</b> <b>23 mins. 60 marks. 30% overall mark</b>

Spanish is an excellent subject to study because it allows you to learn a whole host of skills that are applicable to many areas of life. You will continue to build on the GCSE requirements of speaking, listening, reading and writing but the course content is much more varied and requires a depth of thought, understanding and analysis not previously seen.

The 5 main themes taught are:

- Aspects of Hispanic Society
- Artistic Culture in the Hispanic World
- Multiculturalism in Hispanic Society
- Aspects of Political Life in the Hispanic World
- A piece of literature and a film

There is considerable use of the language in the classroom both in discussions and in listening practice. One period per week is set aside for oral work with the Foreign Language Assistant and you are strongly advised to go abroad on work experience, an exchange or study visit.

The whole point of undertaking an A Level language studies is to encourage active interest and involvement in the language and life of a culture different to our own and to



add an extra dimension to our experience which will bring enrichment and a deeper understanding of the world in which we live. The School Library has a large range of resources - DVDs, periodicals, magazines - which you should borrow to improve your language skills.

### **Beyond A Level**

All kinds of courses are available at universities for the study of languages. They can be studied in combinations with a wide variety of other subjects (such as Archaeology, Drama, Psychology, Mathematics, Engineering to name but a few) or on their own. For students not proceeding to university, an A Level qualification in Modern Languages is a valuable asset. More than 70% of trade in Europe is conducted in a language other than English, and businesses are increasingly aware of the need to deal with other countries in Europe and beyond in their own languages.

**Miss S Lawson**

## SPORT

<b>Examination Board:</b>	<b>PEARSON</b>
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### BTEC Level 3 National Foundation Diploma in Sport

This course has been developed by Pearson in collaboration with employers, representatives from Higher Education and relevant professional bodies.

#### Qualification Structure

<b>Unit 1</b>	Anatomy and Physiology	Written Exam externally marked - 1.5 hours
<b>Unit 2</b>	Fitness Training and Programming for Health, Sport and Wellbeing	Synoptic Controlled Assessment externally marked
<b>Unit 3</b>	Professional Development in the Sports Industry	Coursework internally assessed
<b>Unit 4</b>	Sports Leadership	Coursework internally assessed
<b>Unit 5</b>	Application of Fitness Testing	Coursework internally assessed
<b>Unit 6</b>	Sports Psychology	Coursework internally assessed
<b>Unit 7</b>	Practical Sports Performance	Coursework internally assessed

#### Grading

Assessment is graded as PASS, MERIT, DISTINCTION and DISTINCTION\*. A Merit is equivalent to Grade C at A Level, Distinction equates to an A Grade and Distinction\* to an A\* Grade at A Level.

Studying Sport will provide you with transferable knowledge and skills including cognitive and problem-solving skills, intrapersonal skills and interpersonal skills as well as the ability to learn independently, to research actively and methodically and to be able to give presentations and be an active member of a group.

#### University and Beyond

This qualification is aimed at students wishing to access careers in the sports industry or Sports based degrees at University. It is widely accepted at Distinction Level by many top Universities including Loughborough.

**Mr D Pettifer**

## Appendix A

### Additional Curriculum Subjects (Column E)

#### 1. Extended Project (= AS+)

This qualification is viewed very favourably by top universities since it allows the student to choose his own project and show self-motivation and independent learning skills. Extended projects are assessed at the same level as an AS (with the added bonus of being the only AS level qualification where you can be awarded an A\* grade).

The following extract is taken from the Pearson specification:

*Dissertation: The dissertation provides learners with the opportunity to develop their knowledge and understanding of a selected topic. The unit requires the learner to plan, research, analyse information and then evaluate and review the project. The findings and recommendations will then be presented by the learner to a selected audience.*

*The unit requires learners to take an active role in managing the project and provides opportunities to develop skills in decision making, problem solving and communicating. It also introduces learners to the techniques and methods of research. It is estimated that the dissertation produced will be 6000+ words in length in addition to evidence of planning research and evaluation.*

#### 2. Beginners: Japanese

The course is an introduction to the language (reading, writing, listening and speaking) and culture.

#### 3. Beginners: Chinese

The course is an introduction to the language (reading, writing, listening, speaking) and culture.

#### 4. GCSE Italian

The course covers the skills of reading, writing, listening and speaking. Both languages are Romance languages from the same family as French and grammar structures are easily identified.

#### 5. Stage Lighting and Sound Team

#### 6. CCF

Open to those who have already been part of a School CCF contingent