



**RGS** ESTD  
1562  
HIGH WYCOMBE

SCHOLA REGIA GRAMMATICA

# **SIXTH FORM**

## **2021 Entry**

**An introduction to  
Advanced Level Courses**



## Sixth Form Admissions

### Contact Information:

#### Internal Applicants

Miss H R Munday      Assistant Head      [hrm@rgshw.com](mailto:hrm@rgshw.com)

#### External Applicants

Mr S J Noyes      Director of Sixth Form      [sin@rgshw.com](mailto:sin@rgshw.com)

#### Boarding Applicants

Mr J Scourfield      Head of Boarding      [jis@rgshw.com](mailto:jis@rgshw.com)

#### School Office

Telephone:      01494 524955

## IMPORTANT DEADLINE DATES 2020-2021

Friday, 18 December 2020	<b>External Applicants</b> - deadline for application to join the RGS Sixth Form
Monday, 5 July 2021	Sixth Form Taster Day for Internal and External Applicants
Friday, 27 August 2021	<b>GCSE Results - Internal Applicants:</b> 9.00am Queen's Hall  3.00pm latest deadline for subject choices to be returned to School
	<b>GCSE Results - External Applicants:</b> 3.00pm deadline to confirm results in person or by email with a scanned copy of your Statement of Results to <a href="mailto:sixthform@rgshw.com">sixthform@rgshw.com</a>
Tuesday, 31 August 2021	<b>External Applicants</b> - places confirmed to successful applicants

## INTRODUCTION

This booklet gives details of the courses and options available at the Royal Grammar School. It is aimed at both potential Sixth Formers already at the Royal Grammar School as well as new entrants to the School. We will be pleased to give further advice to prospective entrants when you visit the School. We welcome applicants from all types of school, for day and boarding places, and are delighted by the record of successes students new to the Sixth Form have achieved at A Level and beyond.

### Boarding

Many of our students new to the Sixth Form take up the opportunity to board at Fraser Youens House. This is an ideal stepping stone to university life. It offers academic and pastoral support whilst still giving a young man a degree of independence.

Our boarders achieve excellent results at A level, A\*-B grades being, historically, 10-15% higher than fellow Sixth Formers. We would welcome applications to Boarding from both existing students and those new to the School.

### When to Apply:

Enquiries about admission and firm applications can be made until Friday, 18 December 2020 for entry in September 2021.

**Final offers for A Level courses can only be made when the GCSE results are available.**

### How to Apply (External Applicants):

Having consulted with your parents, you should fill in the application form, which can be found on the School website ([www.rgshw.com](http://www.rgshw.com) search Admission Form), and return it to the School. You will then be invited to a virtual meeting or to visit the School to discuss your subject choices with a member of the Senior Team or the Director of Sixth Form. This usually occurs in the Spring term after mock GCSE results are available.

You should communicate full details of all your GCSE grades to the School as soon as you receive them in August. You can do this by bringing your Statement of Results into School or by scanning it and sending it by email to [sixthform@rgshw.com](mailto:sixthform@rgshw.com)

Anyone seeking a boarding place will need to fill in an additional form available from the School website ([www.rgshw.com](http://www.rgshw.com) search Admission Form).

## 2021 Standards of Entry

The minimum entry requirements for Sixth Form study at the Royal Grammar School are:

- 8 taught full GCSEs at Grades 9-4 **including English and Mathematics** at Grade 5 or above and a total point score from the 8 GCSEs of a minimum **49** points.
- Grade 7 is highly desirable as a starting point for any A Level course and is a minimum requirement for entry in certain subjects.
- If there is oversubscription in a subject, selection will be made according to the School's Admissions Policy.
- Please consult the table on Page 13 for the exact requirements in each subject.
- Overseas students: if you have not followed a curriculum requiring certification at age 16 (i.e.: GCSE or IGCSE), please consult the Head of Boarding or Director of Sixth Form for admission advice

We always seek to deal with students on an individual basis but within the above constraints.

### Sixth Form Admissions Policies:

All applicants for Sixth Form places, whether external or internal, day or boarding, must meet the same standards. Admissions Policies can be found on the School website under Admissions.

### Admissions Decisions:

**Internal / External Applicants** - A firm offer can only be made in August when your GCSE results are known.

**External Applicants** – Your GCSE results must be communicated to the School as soon as you receive them. In some cases, a decision can be made immediately this information is received. However, due to the exceptionally large number of applicants for a limited number of places, the decision is usually confirmed within 24 hours.

It is wise to have alternative arrangements in hand in case the School is unable to offer a place.

## 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.

**You are expected to study four subjects in Year 12 until you have taken your Year 12 mock exams at the end of Term 1, after which you can choose to drop a subject.** In Year 13, about 25% of students continue with four subjects and 75% with three.

### 3 A Levels

Historically we have found that boys who do not reach at least DDD in the end of Year 12 exams struggle to achieve the final A Level results that will give them maximum choice for their future. These are also the exams upon which our UCAS predictions are primarily based. If you are in this situation at the end of Year 12, we will discuss the several options available to you at this stage.

### 4 A Levels

If you wish to take all four subjects to A Level, there is a minimum achievement level required of 2 A and 2 B grades in the end of Year 12 examinations.

The GCE A Level standard is the master key to open the door of opportunity in very many of the professions and forms the basis of requirement for degree courses at Universities and Colleges and for many other higher education courses.

### **Additional Curriculum Subjects** (see Appendix A for further details)

The Additional Curriculum gives you the opportunity to enrich your curriculum still further by taking a 5<sup>th</sup> subject. You may opt to study the Extended Project (entry criterion: 58 points from best 8 GCSEs), Oxbridge / Medical Critical Thinking Skills (entry criterion: minimum 58 points from best 8 GCSEs), GCSE Italian, Beginners Mandarin Chinese or Japanese or you may choose to continue in the CCF or Stage Lighting and Sound Team. If you wish to concentrate on your four A level subjects, you can opt for extra Private Study. Internal Candidates will make their final Additional Curriculum subject choice in the Spring. External Candidates will be asked for their choice on the Admissions Form. In Year 13 you may opt for AS Further Mathematics, one of the above or Private Study.

### **Enrichment Curriculum**

We believe we have a broad and balanced curriculum of proven worth and excellence. In addition to your four A level subjects and Additional Curriculum choice, you will also have a Games Afternoon where you can engage in a wide variety of team and individual sports at various skill levels.

Sixth Formers contribute greatly to the whole School and we encourage you to participate fully in the many co-curricular activities we offer. You may work towards the RGS 360° Award which recognises excellent commitment to Volunteering, Leadership and Co-Curricular. Sixth Formers have initiated and run many successful societies, mentor younger students, help at a local hospice, take part in sport, music and drama, the Wycombe Management Conference, World Challenge trips and much more besides.



## Choosing the Subjects for Study

In deciding between subjects you need to ask these questions:

### ▪ Which subjects will I be most interested in?

It is likely that you will perform best at a subject, and get the most out of it, if you enjoy the work and are fully committed to it. If you choose a subject out of a sense of duty or from external pressures you are unlikely to make the most of it.

You are the person best placed to judge your interest in a subject but, bear in mind that interests change and may well do so during the course of this year. In the Sixth Form many students discover their potential in both old and new areas, and they develop interests which last a lifetime. You also need to realise that subjects change too: A Level Physics, for example, is much more quantitative (i.e. mathematical) than GCSE Physics, where the emphasis is on qualitative aspects.

How do you find out what an A Level subject is like?

- read the course descriptions in this booklet
- ask those already taking the subject in the Sixth Form
- look at an A Level textbook
- speak to your current teachers
- make the most of the Sixth Form Open Evening and Sixth Form Taster Day

Those considering a *new* subject, such as Business Studies, will have to anticipate their interest. Again, speak to those in the year above about their experiences, and read the course descriptions in the Sixth Form booklet.

### ▪ Which subjects do I think I am best at?

Feedback on how able you are at a subject comes via reports, tests, coursework and exams which, taken together, give a general indication of how you would cope at a higher level. If you are thinking of a new subject you will not have this information and you will have to make a judgement based on performance in related subject areas. All A Level subjects will involve levels of complexity, analysis and abstraction which are considerably more developed than at GCSE Level. The main requirement is that you have the *potential* to develop in these and other areas.

### ▪ Do I have a specific career/university course in mind?

The majority of careers are open to all applicants whatever degree they have studied. The obvious exceptions are architecture, engineering and the medical sciences. It is useful and natural to use the opportunity of choosing A Levels to think ahead, even beyond university, to how you intend to earn your living.

Some degree courses do make specific A Level requirements as a condition of entry. In general, degrees in subjects where an A Level course exists require that the appropriate course has been studied at school. For example, A Level History is required for a candidate wishing to read History at university. Other degree courses which do make a specific A Level requirement tend to have a Science or Maths focus. Note that with most degrees a high grade in any A Level is an indicator of intellectual ability and application.

All A Levels are ‘relevant’ as they teach you how to think and develop the skills required for any degree.

Below are some of the broad A Level requirements for certain courses. Please note requirements can vary for each university and these details are a small number of examples given for guidance only.

African, Asian, Oriental languages	A Modern Language
Architecture	Often Mathematics or Physics
Art History	Any suitable arts subject
Computer Science	Mathematics
Economics	Often Mathematics
Engineering	Mathematics and Physics
Law	Any subject, an essay-based subject is an advantage
Medicine, Dentistry, Veterinary Science	Usually Chemistry and Biology
Natural Sciences	Two Sciences (includes Mathematics)
Philosophy	Any subject, an essay-based subject is an advantage
Psychology	Any subject, sometimes Mathematics or a Science

### Combinations of Subjects

When selecting your subjects think about the following:

- Choose no more than two ‘new’ subjects
- Combining Science and non-Science subjects is widespread and university admissions tutors have welcomed the complementary skills acquired through contrasting subjects
- If you are clear about three subjects you wish to take to A Level, you may wish to think ‘creatively’ about your fourth choice and opt for a contrasting fourth subject. Someone taking three Sciences might, for example, consider a Modern Language or the Humanities
- If you are thinking of taking Physics, you should seriously consider doing Mathematics as well. It is rare for any student to take Physics without Mathematics
- Further Mathematics cannot be studied without Mathematics

The combination of subjects you choose is relevant to you as an individual and you should seek advice through discussions with your Form Tutor, the Head of Year 11 and/or Careers Advisers.

## Settling into the Sixth Form

Applicants sometimes wonder how they will settle into the Sixth Form of a new school - will they be the only 'newcomer'? It is common for over thirty boys to join the RGS Sixth Form. Since those already at the School are themselves embarking on totally new courses in fresh form groups, everyone sets out on a similar footing.

### Academic Life in the Sixth Form:

A Level courses are much more demanding than GCSE. There is a need for more concentration, a readiness to work on your own and a willingness to do more than the bare minimum.

You must also be prepared for a different pattern of work, in which the initiative rests, much more than before, with you the student. You should aim to spend a minimum of **12 hours a week** on work **at home**, in addition to lessons **and** private study at School. When problems arise, it is frequently because an inadequate amount of individual study is being done. It is essential you are sufficiently committed to the work to spend a great deal of your time outside the classroom working on notes, textbooks, examples, case studies and reading round the subject matter.

For further information on Sixth Form admissions and for department information, please go to the School Website ([www.rgshw.com](http://www.rgshw.com)) or speak to the relevant Subject Leader.

## SUMMARY OF COURSES

Each entrant to Year 12 will choose 4 subjects and 1 reserve in order of preference.

Please note these are the subjects currently available and are subject to change.

**Availability of all subjects is dependent on viable numbers.**

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 (may only be taken with Maths)
Music	Physics
Politics	Psychology
Spanish	Sport (BTEC)

**Please note that not all subject combinations are possible, and your reserve subject choice should be a carefully considered option.**

## SUMMARY OF SUBJECT ENTRY REQUIREMENTS

SUBJECT	MINIMUM GCSE GRADE REQUIREMENT
Ancient History	6 in English Language <b>or</b> English Literature <b>and</b> 6 in History <b>or</b> Latin <b>or</b> Classical Civilisation
Art and Design	6 in Art and Design
Biology	7 in Biology <b>or</b> 7/7 in Combined Science <b>and</b> 6 in Mathematics
Business Studies	6/7 in Mathematics <b>and</b> 6/7 in English Language <b>or</b> English Literature with a minimum total of 13
Chemistry	7 in Chemistry <b>or</b> 7/7 in Combined Science <b>and</b> 6 in Mathematics
Computer Science	6 in Computing if previously studied <b>and</b> 6 in Mathematics <b>and</b> 6 in English Language <b>or</b> English Literature
Design and Technology	6 in Design and Technology <b>and</b> 6 in Mathematics
Economics	6/7 in Mathematics <b>and</b> 6/7 in English Language <b>or</b> English Literature with a minimum total of 13
English Literature	6 in English Language <b>and</b> 6 in English Literature
French	7 in French
Geography	6 in Geography
German	7 in German
History	6 in History
Latin	7 in Latin
Mathematics	7 in Mathematics
Mathematics (Further)	9 in Mathematics <b>or</b> 8 in Mathematics <b>and</b> C in Add Mathematics (FSMQ) <b>or</b> 8 in Mathematics <b>and</b> 7 in Level 2 Further Mathematics
Music	7 in Music
Physics	7 in Physics <b>or</b> 7/7 in Combined Science <b>and</b> 6 in Mathematics
Politics	6 in History <b>or</b> 6 in English Language <b>or</b> English Literature
Psychology	6/7 in Mathematics <b>and</b> 6/7 in Biology with a minimum total of 13 <b>and</b> 6 in English Language <b>or</b> English Literature
Spanish	7 in Spanish
Sport	6 in Biology <b>and</b> 6 in English Language <b>or</b> English Literature

**Combined Science** – if you are studying Combined Science please contact the Director of Sixth Form ([sjn@rgshw.com](mailto:sjn@rgshw.com)) for the grade requirements.

**IB Middle Years Programme** – please see Appendix B for grade equivalence

## ART AND DESIGN

<b>Examination Board:</b>	<b>AQA</b>
<b>GCSE requirement:</b>	6 in Art and Design

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 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**

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.

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

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

### **February 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.

**Mrs G Francis**

## BIOLOGY

<b>Examination Board:</b>	<b>PEARSON EDEXCEL</b>
<b>GCSE requirement:</b>	7 in Biology <b>or</b> 7/7 in Combined Science <b>and</b> 6 in Mathematics

Biology is a fascinating subject to study at A Level. If you enjoyed learning about the biological processes covered at GCSE and find yourself asking questions and wanting to know more, then the A Level course is perfect for you.

You must possess a genuine and strong interest in the study of life ranging from subcellular biochemical processes to whole organism biology of plants and animals. Your level of interest must be such that you will be motivated to spend at least 5 hours a week supporting the work covered in class with enough background reading and private study into order to be able to:

- complete and reinforce class notes
- write up class experiments and investigations
- answer examination questions given a homework

Topics covered in the A Level include:

<b>Topic 1: Biological Molecules</b> - Structure of biological molecules e.g. carbohydrates, enzymes, nucleic acids, protein synthesis, mutation
<b>Topic 2: Cells, Viruses and Reproduction of Living Things</b> - Eukaryotic and prokaryotic cell structure, viruses and controlling viral infections, cell division, fertilisation and reproduction
<b>Topic 3: Classification and Biodiversity</b> - Classification, evolution, speciation, biodiversity, conservation
<b>Topic 4: Exchange and Transport</b> - Cell transport methods, gas exchange in animals and plants, the heart and circulation, transport in plants
<b>Topic 5: Energy for Biological Processes</b> - Photosynthesis, respiration
<b>Topic 6: Microbiology and Pathogens</b> - Microbial techniques, disease and the immune system
<b>Topic 7: Modern Genetics</b> - Gene sequencing, gene expression, stem cells, genetic engineering
<b>Topic 8: Origins of Genetic Variation</b> - Variation, inheritance, population genetics
<b>Topic 9: Control Systems</b> - Homeostasis, osmoregulation, the nervous system, hormonal communication
<b>Topic 10: Ecosystems</b> - Energy flow through ecosystems, changes in ecosystems, human effects in the environment



## **Assessment Overview:**

### **Paper 1: Advanced Biochemistry, Microbiology and Genetics**

Topics 1-7

Mixture of multiple choice and structured questions

1 hour 45 mins

90 marks

### **Paper 2: Advanced Physiology, Evolution and Ecology**

Topics 1-4 and Topics 8-10

Mixture of multiple choice and structured questions

1 hour 45 mins

90 marks

### **Paper 3: General and Practical Principles in Biology**

This paper will include questions from Topics 1–10, with a focus on experimental techniques.

2 hours 30 mins

120 marks

### **Science Practical Endorsement (non-exam assessment)**

15 core practical tasks will be completed during the A level that are assessed using the common practical assessment criteria that are consistent across all exam boards.

### **Subject Combinations and Subsequent Careers**

Biology combines well with Chemistry and Physics due to the overlapping scientific and investigational principles that are learnt across the science A levels. Biology links particularly well with Chemistry due to the biochemistry elements of the course and many universities may require applicants to have studied Chemistry as well as Biology for biological related degree courses. Mathematics is also another popular subject to add to the Sciences combinations due to the mathematical requirements of the Science A levels. The area of Biological Sciences includes a vast array of university courses such as Zoology, Plant Science, Ecology, Biochemistry, Pharmacology and Genetics. The Edexcel B Biology A level course prepares students well for these degree courses due to its range and depth of topics covered.

Biology is an essential A level to study if you are planning on studying Medicine, Dentistry or Veterinary Medicine. These courses are amongst the most competitive in the country and therefore A/A\* grades are required in Biology if your application is to be successful. The Biology department runs an RGS Medical Society that supports aspiring Medical students with their applications.

**Mr P Wood**

## BUSINESS STUDIES

<b>Examining Board:</b>	<b>AQA</b>
<b>GCSE requirement:</b>	6/7 in Mathematics <b>and</b> 6/7 in English Language <b>or</b> English Literature with a minimum total of 13

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 EDEXCEL</b>
<b>GCSE requirement:</b>	7 in Chemistry or 7/7 in Combined Science <b>and</b> 6 in Mathematics

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>
<b>GCSE requirement:</b>	
• <b>Latin:</b>	7 in Latin
• <b>Ancient History</b>	6 in English Language <b>or</b> English Literature and 6 in History <b>or</b> Latin <b>or</b> Classical Civilisation

The full, traditional Classics course consists of Latin and Ancient History. However, either of them can be taken with other subjects.

A question often asked by pupils and parents focuses on what careers are available for those who take the Classical subjects for A-Level or beyond. The specimen list of potential careers at the end of this document section should offer reassurance and should not be surprising when one realizes that studying 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 like to 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 6 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 for any student, 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 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 and a survey of past pupils, lists advanced scholarship, law, business, teaching, Civil Service, wine trade, art gallery and library work, the stage, advertising, film-making, publishing, medicine, journalism and computer programming among others.

We regularly ask about the situation and the answer is always the same – that there are plenty of openings for good Classicists. 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, “We also have many employers who actually prefer Classics graduates for the width and rigour of their degree subject.”

**Mrs D Dicks**

## COMPUTER SCIENCE

<b>Examination Board:</b>	<b>OCR</b>
<b>GCSE requirement:</b>	6 in Computing if previously studied <b>and</b> 6 in Mathematics <b>and</b> 6 in English Language <b>or</b> English Literature

### Introduction

Computer Science is a subject that, by its nature, requires you 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 Computer Science, 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 your horizons beyond the School environment in the appreciation of the effects of computer applications on society and individuals. For these reasons, Computer Science is relevant to you if you are studying Arts or Science subjects.

### Course Outline

**Computer Systems (1)** – 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 most of the content of the qualification and is assessed in a written paper recalling knowledge and understanding.

**Algorithms and Programming (2)** – 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 (3 or 4)** – this is a practical portfolio-based assessment with a task chosen by you and/or your teacher. It will involve you 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>
<b>GCSE requirement:</b>	6 in Design and Technology <b>and</b> 6 in Mathematics

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**

## ECONOMICS

<b>Examination Board:</b>	<b>AQA</b>
<b>GCSE requirement:</b>	6/7 in Mathematics <b>and</b> 6/7 in English Language <b>or</b> English Literature with a minimum total of 13

### 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 and, although it is not essential to take Mathematics, you should consider doing so if you intend to study Economics at University.

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 Gareth Bale 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, 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. The market mechanism, market failure and government intervention in markets
4. The measurement of macroeconomic performance
5. How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts
6. Economic performance
7. Macroeconomic policy
8. Behavioural Economics

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.

**Mr P Bastow**

## ENGLISH LITERATURE

<b>Examination Board:</b>	<b>OCR</b>
<b>GCSE requirement:</b>	6 in English Language <b>and</b> 6 in English Literature

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 as well as Mathematics and a range of other Science subjects. However, 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>
<b>GCSE requirement:</b>	7 in French

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.

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:

- |                                  |            |           |     |
|----------------------------------|------------|-----------|-----|
| • Listening, reading and writing | 2.5 hours  | 100 marks | 50% |
| • Writing                        | 2 hours    | 80 marks  | 20% |
| • Speaking                       | 21-23 mins | 60 marks  | 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>
<b>GCSE requirement:</b>	6 in Geography

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 from 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 which 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 Coronavirus, AIDS, Ebola, coronary heart disease and diabetes.

You are required to undertake 4 days of fieldwork during the course. In the past, we have organized a 4 day residential field trip 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. We aim to offer

this again when circumstances allow. There will also be opportunities to conduct local fieldwork closer to the School site.

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 sorts 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.



## GERMAN

<b>Examination Board:</b>	<b>AQA</b>
<b>GCSE requirement:</b>	7 in German

### Why German at RGS?

Boys at RGS choose to study German at A-Level for a variety of reasons. You might be interested in gaining fluency in another language in order to increase your job opportunities. German is one of the most commonly used languages in business and can be very useful in advancing careers. You might choose German because of its importance for science and research. German is the second most commonly used scientific language in the world and there are lots of scholarships and awards available that enable researchers to work in German laboratories and research centers. 155 Nobel Laureates come from German-speaking countries with academic expertise ranging from Physics to Literature.

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.

You might be interested in learning German as a means of cultural understanding, in order to travel, and to have meaningful conversations with people from a different country with the aim to better understand different cultures. German is the 11th most-spoken language in the world, with over 132 million speakers and has the largest number of native speakers in the European Union.

Or you are keen to pursue your passion for Music, Literature, Art or Philosophy, and want to learn about some of the truly great works of artists in the original language from German-speaking countries. By learning German, you can read books and plays in the original language or understand the lyrics of famous pieces of music.

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. Our students also have one period each week with our native German speaker to develop their communication skills.

Whatever your reason for deciding to study the language, we are confident that you will find learning German at RGS an intellectually thrilling and personally enriching experience. German is a language that can really take you places – why not begin your journey at RGS?

## HISTORY

<b>Examination Board:</b>	<b>PEARSON EDEXCEL</b>
<b>GCSE requirement:</b>	6 in History

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 Politics
- 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 EDEXCEL</b>
<b>GCSE requirement:</b>	7 in Mathematics

Mathematicians and those who excel in the subject 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 Humanities and the Arts.

You will gain a solid grounding in Pure Mathematics and an introduction to the applications of Mathematics and 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, and, in Year 13, you will develop a broader and deeper appreciation of the Pure Mathematics studied in Year 12 plus other key areas of Mathematics: Mechanics; Probability and Statistics. The Year 12 material will be assessed at the end of Year 13 in greater depth and complexity, commensurate with the greater demands of a full A-Level in Mathematics.

The A-Level Mathematics examination comprises of 3 two-hour exam papers, which are worth 100 marks each. Two thirds of the total marks available will come from the Pure Mathematics, with one sixth attributable to Probability and Statistics, and one sixth to Mechanics. There is no coursework in A-Level Mathematics.

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

The Mathematics Department is committed to supporting and inspiring all students in their learning of Mathematics at every ability level. It has been proven that students can improve and develop their ability by being a Maths Mentor as the act of communicating their mathematical knowledge deepens their own understanding. Hence all Year 12 Mathematics students are strongly encouraged to sign up to be part of the Mathematics mentoring scheme, where they will help a student from the lower years for 30 minutes a week during a lunch hour.

**Mr T Woolliams**

## FURTHER MATHEMATICS

<b>Examination Board:</b>	<b>PEARSON EDEXCEL</b>
<b>GCSE requirement:</b>	9 in Mathematics <b>or</b> 8 in Mathematics <b>and</b> C in Additional Mathematics (FSMQ) <b>or</b> 8 in Mathematics <b>and</b> 7 in Level 2 Further Mathematics

The Further Mathematics course covers all aspects of Mathematics in sufficient depth to provide a perfect foundation if you are aiming to continue studying 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.

Mathematics and Further Mathematics are taken alongside two other A-levels. The Mathematics specification is taught in Year 12, whilst the Further Mathematics specification is taught in Year 13 and you can expect to receive homework up to seven times a week.

The A-Level Further Mathematics examination will comprise of 4 exam papers each worth 75 marks. The first two papers are both Core Pure Mathematics and you will study Further Pure and Further Mechanics for the other two examination papers.

Further Mathematics enables students to distinguish themselves as very capable 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 the Mathematics A-level specification, there is a bigger emphasis on problem-solving activities as well as the use of graphical calculators and technology.

The Mathematics Department is committed to supporting and inspiring all students in their learning of Mathematics at every ability level. It has been proven that students can improve and develop their ability by being a Maths Mentor as the act of communicating their mathematical knowledge deepens their own understanding. Hence all Year 12 Further Maths students are strongly encouraged to either sign up to be part of the Mathematics mentoring scheme (where they will help a student from years 7 – 12 for 30 minutes a week during a lunch hour) or assist with the running of Maths Battles. This takes place after School on a weekly basis and is run in conjunction with the Maths charity [www.wesolveproblems.org.uk](http://www.wesolveproblems.org.uk) together with the Maths department at University College London.

**Mr T Woolliams**

## MUSIC

<b>Examination Board:</b>	<b>WJEC EDUQAS</b>
<b>GCSE requirement:</b>	7 in Music <b>and</b> a strong commitment to co-curricular Music at RGS

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. However, unlike GCSE Music where Performance and Composition are worth 30% each, you can now choose to specialise in one component more in a 35%/25% allowing you to play to your strengths.

### Component 1:

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

- A recital performance (lasting 8-12 minutes) of usually three pieces in front of an EDUQAS examiner.
- Performance can be on one instrument / voice or multiple instruments (and can be performed all solo, or a mixture of solo and ensemble).
- Grade 6 is the expected instrumental / vocal standard, with Grade 7+ pieces adding on extra difficulty bonus marks to scale towards full marks overall.

### Component 2

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

- Composing two or three pieces – one responding to an EDUQAS brief released in Year 13 (in a Western Classical style) and one being a free composition (any style permitted).
- Total combined length: 6-8 minutes.

### Component 3:

Appraising: 40% of the qualification

- One exam (lasting 2 ¼ hours) consisting of a listening section and a written section. Students will study set works and complete wider listening across three main Areas of Study in preparation.

### Assessment Overview

One written paper at the end of Year 13, comprising 3 Sections:

- **Section 1: Development of the Symphony (1750-1900)**  
Exploring from the early symphonists (Stamitz, Haydn, Mozart) to mid-period (Beethoven, Schubert, Berlioz) through to late symphonists (Dvořák, Tchaikovsky, Mahler).
- **Section 2: Jazz (1920-1960)**  
Exploring from the early origins (Ragtime, Blues, Dixieland) to mid-period Big

Band through to Bebop and Cool Jazz.

- **Section 3: Into the 20<sup>th</sup> Century**

Exploring Impressionism (Debussy, Ravel etc.), Neo-Classicism (Stravinsky, Prokofiev etc.) and Expressionism (Schoenberg, Webern etc.)

This two-year course allows you to really develop as a musician, both practically and academically. It also complements the huge range of co-curricular music in the RGS Music Department. Hence, it provides a strong foundation to study any discipline at University. Many students have indeed gone on to study Music at a top Russell Group university or specialist Conservatoire. Equally, a large percentage also choose to study anything from Medicine to Law, Engineering to Humanities – the list is endless. Indeed, Music is accepted as a strong third A-Level in any university offer. The blend of creativity, analysis, and critical thinking in the Music A-Level course is a distinct plus to any UCAS application.

## PHYSICS

<b>Examination Board:</b>	<b>PEARSON EDEXCEL</b>
<b>GCSE requirement:</b>	7 in Physics <b>or</b> 7/7 in Combined Science <b>and</b> 6 in Mathematics

### 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 over 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 'Common Practical Assessment Criteria', 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>
<b>GCSE requirement:</b>	6 in History <b>or</b> 6 in English Language <b>or</b> English Literature

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>
<b>GCSE requirement:</b>	6/7 in Mathematics <b>and</b> 6/7 in Biology with a minimum total of 13 <b>and</b> 6 in English Language <b>or</b> English Literature

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)

- Social influence
- Memory
- Attachment
- Psychopathology

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

- Approaches in Psychology
- Biopsychology
- 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:

- Gender
- Schizophrenia
- Forensic Psychology

**Mrs J Watson**

## SPANISH

<b>Examination Board:</b>	<b>AQA</b>
<b>GCSE requirement:</b>	7 in Spanish

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> 2½hrs    100 marks    50% overall mark
<b>Paper 2:</b>	<b>Writing</b> 2hrs    80 marks    20% overall mark
<b>Unit 3:</b>	<b>Speaking</b> 23mins    60 marks    30% overall mark

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 an 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 EDEXCEL</b>
<b>GCSE requirement:</b>	6 in Biology <b>and</b> 6 in English Language <b>or</b> English Literature

### 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	1½ hour Written Exam externally marked
<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, Distinction equates to an A Grade and Distinction\* to an A\* Grade at A Level.

The BTEC Sport course will offer you the opportunity to be assessed via external exams, internal assignments, and practical assessments. We teach beyond the syllabus and will be encouraging you to draw on your own sporting experiences and awareness of wider societal topics when completing your work or participating in vocational opportunities. The course will teach you about the factors that contribute to improving sport performance, allow you to perform your chosen sport to the highest level, and prepare you well for future study and the working world.

Many of our student's progress to top universities to study sport related degrees as well as other non-sport related fields. At Distinction Level, BTEC Sport is accepted by many top Universities such as Loughborough, Durham, Exeter and Birmingham.

Mr D Pettifer

## Appendix A

### Additional Curriculum Subjects (Column E) for Year 12 2021 – 2022

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

##### **Entry requirement: 56 points from your best 8 GCSEs**

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. Critical Thinking Skills for OMDVs

##### **Entry requirement: 60 points from your best 8 including minimum 6 in English and Maths**

Critical Thinking Skills, which includes critical thinking and reasoning, is of particular use to any student who may be looking at an interview as part of their application to university.

Therefore, most commonly Oxbridge, Medics, Dentists and Vets. The course will also prepare students for the style of questions to be met in the BMAT, UCAT, LSATs and similar tests.

Critical Thinking is about judging the value or usefulness of evidence and understanding how sound arguments are constructed. Students will encounter a broad variety of topics, often reflecting real-world situations or subjects of debate. As in the real world, some topics may be controversial, and students may have pre-existing feelings about them. However, the focus is on the student's ability to demonstrate the critical thinking skills, and not on whether one point of view is morally superior to another. Students should develop the skills to accurately judge evidence and argument by the relevant criteria, draw logical conclusions and suggest plausible explanations, and construct persuasive arguments with clear structure that make valid use of the evidence available.

#### 3. Beginners: Japanese

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

**4. Beginners: Chinese**

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

**5. GCSE Italian**

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

**6. Stage Lighting and Sound Team**

**7. CCF**

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

## Appendix B – International Baccalaureate Middle Years Programme / GCSE Equivalence

The RGS welcomes Sixth Form applications from Year 11 students who have studied the IB Middle Years Programme.

The table below shows how grades for the IB MYP equate to GCSE Grades.

IB MYP Grade	Equivalent GCSE Score
7	9
6	7.5
5	6
4	5
3	4

## Appendix C – EFSA Privacy Notice

We are asked to draw your attention to the EFSA Privacy Notice which is issued by the Education and Skills Funding Agency and explains what learner personal data is collected by the Department for Education and how it is handled.

To read the Privacy Notice please go to the link shown below:

<https://www.gov.uk/government/publications/sfa-privacy-notice>