



Hind House
Sixth Form



RMS For Girls

Sixth Form Curriculum Guide

Contents

General Information

Sixth Form Curriculum at RMS	4
Welcome to Hind House, the RMS Sixth Form	5
To Prospective Sixth Form Students	6
Guidance on Course Choice	7
Sixth Form Preview.....	8
UCAS Tariffs	9
Summary of Academic Subjects on Offer.....	10
Making the most of Sixth Form	11
Life in Hind House	13
Academic Support	14
The Role of the Tutor.....	14
Careers Advice and Guidance.....	15
Leadership Opportunities.....	16
Scholarships and Bursaries Information 2023-2025.....	18
General Course Information.....	26
28 Subjects to choose from.....	27

University Guidance

Subject Guidance from Universities	108
Degree Courses accepting Arts and Humanities subjects	109
Degree Courses accepting Science subjects	110
Degree Courses accepting Art and Science Subjects	111

Sixth Form Curriculum at RMS

We offer an extensive range of A levels in order to allow each student to devise a personal curriculum in the Sixth Form which will equip them with the knowledge and skills to access the next stage in their learning and career development.

At RMS we build on the talent, knowledge, skills and ambitions of our students to ensure excellent academic outcomes. This is why our school sits within the top ten percent of school nationally for Value Added. Our curriculum goes well beyond A level study to ensure that each student in the Sixth Form receives the support, individual recognition and drive for academic success that sees them leave us as dynamic and ambitious adults, ready to take on the challenges of adult life. The quality of teaching and availability of resources are just a few of the factors that enable the excellent progress that students at RMS make. We encourage students to add value to themselves and embrace RMS life by engaging with the vast array of co-curricular activities that are available beyond the core curriculum.

RMSEdge embodies this philosophy. The RMSEdge program is compulsory for all Sixth Form students and runs alongside their chosen A level subjects. Its purpose is to broaden student's skills, their interests, and to ensure that they can apply the knowledge and skills learnt within their A level courses to wider problems. The interdisciplinary nature of this program paves the way for university and working life, where our students will have to think creatively, outside of their comfort zones and work collaboratively to harness the skills of their co-worker's in order to achieve objectives. Students will be offered a menu of RMSEdge programs to join and will experience three over the course of the academic year.

A levels

Students are able to start with four subjects in Year 12 or opt for 3 subjects and one area of broader study (RMS Choices).

At RMS all of our courses are offered at A level. Where appropriate an AS level is also offered for students who may be interested in studying a fourth subject to a higher level than GCSE but who wish to then focus on their three full A levels in Year 13. The list of subjects that offer this option are shown at the end of this booklet.

The RMS Process

Students will receive plenty of support to help them choose suitable A level subjects. Meetings with Form Tutors will take place and there will also be input from subject staff and members of the Senior Leadership Team. Miss Emma Durnford (Head of Year 11), Mrs Clare Freeman (Head of Sixth Form), Miss Jennie Simmonite (Deputy Head of Sixth Form) and Miss Liz Pickford (Head of Careers) are also available to offer support and guidance. You will also be able to discuss your child's progress and suitability for subjects at the Parents' Evening in February 2023.

We look forward to welcoming you to the Sixth Form at RMS and are excited to be a part of the pivotal and exciting years of your academic careers.

Sophia Hardy
Deputy Head Academic

shardy@rmsforgirls.com

Welcome to Hind House, the RMS Sixth Form

I am delighted to welcome you to Hind House, home of RMS Sixth Form. Sixth Form is a very exciting time in students' lives as they progress through their final stages of schooling and into adulthood. The Sixth Form is characterised by an increasing level of independence both in terms of study, but also in terms of time management. We find that our students rise to the challenge and develop as young adults ready to face the demands of the next stage of their lives. One thing that Sixth Form students will tell you is that life in Hind House is very different!

Hind House is the dedicated Sixth Form centre where most Sixth Form lessons will take place. It includes classrooms, study rooms, a computer suite, Wi-Fi, a large, recently refurbished common room, the roof-room (a large study area), two kitchens and a fabulous garden. For September 2023 we will be taking over half of Weybridge to open brand new classrooms and a Sixth Form café.

Lessons in the Sixth Form take on more of a tutorial style, characterised by small class sizes and increasing levels of discussion. Growing levels of independence help prepare our students effectively for life beyond RMS and we often receive correspondence from universities about how well our students adapt to university life. In a recent survey of year 13 students, many commented on the new classroom relationships between staff and students being one of the highlights of their Sixth Form.

The ethos of the School runs strongly through Hind House; to us, each student is an individual and we will help them make decisions based on their individual needs. Our personalised

curriculum, RMSEdge, will enable students to tailor-make their Sixth Form experience. The aim of this is to provide depth and breadth of study alongside a wide variety of co-curricular opportunities both within and beyond the timetable. For example, a student might study for exams in A level Geography, French, and Art. Within the timetable she will have sports and well-being, the Sixth Form lecture programme and then may choose an Introduction to Law or Applied Human Biology as an option. Alongside this, she may decide to take part in Young Enterprise or Model United Nations, as well as taking on an EPQ. She may choose to work with others in a 'Phenomenon Based Learning' project, alongside the boys at Whitgift to develop an interdisciplinary understanding of her subjects.....the opportunities are endless.

Preparation for life beyond school is an essential part of the Sixth Form. We are also very aware that each individual's route beyond school will be different. Whichever pathway you choose, we have specialist staff as well as a superb careers advisor who can help direct and advise you on your way forward.

I hope that you find all the information you need in this booklet, but please do contact me if you have any questions regarding the Sixth Form. We look forward to welcoming you to Hind House in September.

Mrs Clare Freeman
Head of Hind House

cfreeman@rmsforgirls.com

To Prospective Sixth Form Students

RMS Sixth Form is a fundamental part of the school where not only do you develop knowledge in the subjects you love, but you also carry out leadership roles throughout the school. This ensures that you are well prepared for future life and develop the skills you will need beyond RMS.

We understand at this stage it can be daunting yet exciting. In the Sixth Form you will have Form Tutors, Mrs Freeman and Miss Simmonite to help you along the way should you face any issues. This support team work with you to ensure you are enjoying Sixth Form life and managing your studies and wellbeing. One advantage of studying at this level is that you get a chance to pick subjects that you have a passion for, or even try new subjects that you have never done before such as Psychology and Sociology. One notable difference between Senior School and Sixth Form is the addition of free study periods to your timetable. During these times you are advised to do your homework, extra reading or join a lecture. This is particularly beneficial as you learn to develop independence in how to plan your studies and time effectively. Lectures are extremely useful as they help to develop your understanding of different topics and skills beyond the curriculum. In my time they have included sustainable shopping, a convicted murderer, a pharmacologist and an entrepreneur who created her own period pants company.

Hind House facilities such as the Common Room, Kitchens, Roof Room, Study Rooms and the Rose Garden are unique to the Sixth Form. They allow you

to integrate between the year groups as these are shared spaces so you can communicate easily and get to know each other. This independence can be overwhelming at times but you need to ensure that you use your time wisely and remember that there are teachers here to help you. This environment prepares you for the future and after a while it will feel like one friendly and dynamic community.

RMSEdge is a new experience in Sixth Form and consists of different activities to support your academic studies. Examples of Edges are: Financial Literacy; Current Affairs and Archaeology. Similarly, you have the opportunity to take part in the Young Enterprise Programme which as well as being great fun develops leadership skills and responsibility. You also have the option to take an EPQ alongside your subjects if you have a particular interest in a certain area.

I wish you the best of luck for the next academic year and we look forward to welcoming you to Hind House.

Avani Sohal
Deputy Head Girl, Pupil Support

Guidance on Course Choice

We would like you to make your initial choice of subjects by 5th December 2022. Choosing your subjects is not always easy. For certain careers or degrees some subjects are essential. A list of common requirements can be found at the back of this booklet but students are strongly advised to refer to the various books and websites available in most career libraries. Particularly relevant are:

- ▶ Decisions at 16/16+
- ▶ Decisions at 17/18+
- ▶ The Job Book
- ▶ Jobs and Careers after A levels
- ▶ Which Subject?
- ▶ Which Career?
- ▶ Getting into University and College
- ▶ www.ucas.com will provide detailed information on courses by university
- ▶ Unifrog

Studying in the Sixth Form is a significant step up in academic work, and in choosing courses students must be sure that they have a genuine interest in the subjects they choose and that they have the ability (both realised and potential) to cope with the demands of the course. Year 11 students should, therefore, discuss their ideas and possible choices with teachers and parents and reach a decision based on sensible consideration.

The successful Sixth Form student has to maintain and improve on her peak Year 11 performance. Now that they have narrowed their subjects by their own choice, they are expected to be self-motivated and to find a genuine interest in pursuing their studies beyond the confines of the subject specifications. Students will read widely and will find the pleasure in personal scholarship. They will always have something to do, even if all work set by teaching staff is complete. It follows that students must plan and organise their lives efficiently from the moment their courses begin. To help students with this transition part of the first term is dedicated to developing an 'A level Mindset'.

Though the course choice process has already started, with students having their taster day in the summer of Year 10, it does not finish until the October of Year 12, when their personalised curriculum is fully agreed. At all points along the way we will give advice and guidance to ensure that the academic path that our students choose is correctly tailored to fit with their needs and aspirations. The process that will be followed is laid out on the next page.

Please be aware that every effort is made to enable our students to study all of their initial choices. However at times this is not possible due to option block constraints or if the number of students signing up to a subject is not sufficient to make it viable to run. In such cases, students will receive early notification and guidance on alternative choices.

Sixth Form Preview

Individual discussions with subject staff

Presentations on subjects

23-25 NOV

Sixth Form Scholarship

3 DEC

Final date for submission of initial subject preferences

Mock examinations
January

Heads of Department
advise on suitability of course
choices to Senior Deputy Head

Option blocks
created

FEB-APR

Finalisations

Individual meetings with senior staff to finalise option choices in light of mock examination results, career aspirations and option blocks

No further changes made until after GCSE results

AUG 2023

GCSE results published

If appropriate/necessary meet with Mrs Freeman to discuss final A level options. These can only be made if there is space available in option blocks

SEPT

TERM STARTS

Subject changes are made with agreement of Mrs Freeman up to beginning of October if there is space available
First half term assessments within lessons

OCT

Students choose to continue with four subjects or drop to three subject

UCAS Tariffs

UCAS Points	A level	AS level	EPQ
56	A*		
52			
48	A		
44			
40	B		
36			
32	C		
28			A*
24	D		A
22			
20		A	B
16	E	B	C
12		C	D
10		D	
8			E
6		E	

Summary of Academic Subjects on Offer

Examination subjects offered in the Sixth Form from September 2021 are as follows:

Subject	Qualification type
Art, Craft and Design	A level
Biology	A and AS levels
Business Studies	A and AS levels
Chemistry	A and AS levels
Classical Civilisation	A level
Computer Science	A level
Design and Technology	A level
Economics	A level
English Language	A level
English Literature	A level
Extended Project Qualification	Level 3
Further Mathematics	A and AS levels
Geography	A and AS levels
Government and Politics	A level
History	A level
Latin	A level
Mandarin Chinese	A level
Mathematics	A level
Modern Foreign Languages (French, Spanish)	A and AS levels
Music	A and AS levels
Drama and Theatre Studies	A level
Photography	A level
Physical Education	A level
Physics	A and AS levels
Psychology	A level
Religious Studies	A level
Sociology	A level
Textiles	A level

Making the most of Sixth Form

Developing your personalised curriculum

LEAD (Listen, Enable, Advise, Drive) employability course

In recognition of the increasingly competitive graduate employment market, we offer a bespoke employability course to help prepare our students for the next stage of their lives. LEAD is run over a number of weeks within the curriculum and offers training on a variety of employability skills. As part of the course we have welcomed external speakers from businesses such as RBS, The Peace Hospice, High Fliers Research and Deloitte who cover a wide variety of skills and provide plenty of advice.

As a result of skills learnt during LEAD, girls have gained great confidence and success in gaining work placements at companies such as Cisco, IBM and Accenture as well as degree apprenticeships.

Titles are broad in nature to enable students to develop their research around their areas of interest. For example titles might include;

'Stand up, Speak out; Do actions speak louder than words?'
'Levelling up – can an equal world ever exist?'
'Crime Scene...does crime pay?'
'COVID 19...what has it taught us about the World?'

Students will use and develop research skills to look into this statement from the perspective of their different areas of study or interest. As a group they will come to a conclusion and present their findings in a creative way. We are working with Whitgift boys in piloting this project, whereby the students will work remotely in mixed groups over the course of a term.

Phenomenon Based Learning (PBL)

PBL is a form of group work which enables students to look at a specific area of interest from an inter-disciplinary perspective. The concept is based on the Finnish education model; deemed to be one of the best education systems in the world. PBL is of great importance as it:

- ▶ Allows students to understand that a multi-disciplinary approach to an issue is key to a greater understanding.
- ▶ Develops team work skills, working with students who have different interests and skills
- ▶ Enables students to focus on a perspective that links to future career or university ambitions. For example a student may look at the title from a legal perspective if they have an interest in law.
- ▶ Develops research skills which will be valuable if she then chooses to study an EPQ or for university preparation
- ▶ Takes students beyond the specification in their subjects, showing how their subjects can be applied to real world concepts.
- ▶ Provides autonomy for the students over their learning in terms of; looking at different scales, time periods, subject direction, presentation medium

The Extended Project Qualification (EPQ)

The EPQ is an individual research based project which enables students to develop a title based on an area of interest to them.

We encourage students for whom the EPQ can offer the most benefits to take part. In particular, we are looking for students with: a strong academic record and potential or well developed creative skills; the ability to think about topics in unusual or original ways; the ability to plan and manage their school work and extra-curricular activities; high aspirations for their future. The EPQ should not be taken where students are struggling with their core subjects. The School will advise if they feel your other studies will be affected negatively by taking the EPQ.

Universities think highly of the EPQ as it develops skills which are essential for university work and dissertations. It is the equivalent of an AS Level and therefore comes with UCAS points. Recent titles have included;

- ▶ What caused the John Demjanjuk case to be so complex and difficult to investigate and how did it lead the way for future Nazi war crime investigations?
- ▶ To what extent is China's claimed ownership over the region of Arunachal Pradesh significant to China's cultural and economic development?

RMS Choices

RMS Choices are areas of broader study which aim to develop skills and/or breadth into each individual student's programme of study. Students will follow these from after October half term in Year 12 until the end of the academic year. They can choose to follow one or two a week for 8 weeks and then can choose an alternative course to follow. In 2022/23 the courses on offer were:

- ▶ Personal finance
- ▶ Chinese language and culture
- ▶ Senior jazz ensemble
- ▶ Couch to 5k
- ▶ Feminist thought and theory
- ▶ Quilling
- ▶ Photoshop for everyone
- ▶ Mindfulness
- ▶ Leadership Skills
- ▶ Foreign Film Appreciation
- ▶ Cooking for your future
- ▶ RMS sewing bee
- ▶ Football kick around
- ▶ Human rights and conflict

Lecture Programme

Throughout the course of Year 12 and the start of Year 13 there are a range of lectures for the students. These provide an excellent enrichment opportunity, developing breadth in our students' knowledge. Recent speakers include:

- ▶ Erwin James: Columnist and convicted murderer
- ▶ Josh Coobes: Hair stylist to the homeless 'Do something, for nothing'
- ▶ Dr Catherine Armstrong: Head of Diversity and inclusion at Loughbrough University
- ▶ Lauren Keiles: Intra-faith work
- ▶ Matt Pritchard: Using science to create magic
- ▶ Jeremy Thomas: Living with bi-polar
- ▶ Bahijja Abraham: Pharmaceutical development

- ▶ WUKA: Being an entrepreneur and developing period pants
- ▶ Winston Clements: Resilience and diversity keynote speaker

Clubs, Societies and other activities

Many Sixth Form students participate in activities outside the curriculum such as...

- ▶ Choirs, orchestra, musicals and plays
- ▶ Sports teams
- ▶ Clubs and societies (many subject related)
- ▶ Volunteering/Community service
- ▶ Debating and public speaking
- ▶ Life Skills - e.g. cooking, car maintenance, finance, consent etc.
- ▶ ACF (Army Cadet Force)

Enrichment Opportunities

This is an opportunity to try something different and/or develop new skills. Options generally include:

- ▶ **Model United Nations:** Take on a political role for a country and fight your corner at a mock-up of the UN
- ▶ **Think about it:** Extension discussion group to help students look at scenarios from a range of different perspectives
- ▶ **Young Enterprise:** Set up your own real business as a team. Working with business people, develop a product and take it to market to see what profit you can make
- ▶ **Critical Thinking:** Look at a problem and think about different ways to solve it
- ▶ **Duke of Edinburgh:** We have staff members who support with Bronze, Silver and Gold DofE
- ▶ **Lectures:** Many departments will offer trips to lectures at societies and universities to enhance a student's interest in a subject.
- ▶ **Competitions:** These include, but are not limited to CanSat, Trinity College essay competition, Geographical Association competition

Life in Hind House

The School Day

During the first term of Year 12, students register twice a day in Tutor group rooms, which are all based within Hind House; once at 8.25am and once at 2pm. This affords all students the time to get used to life in Hind House and get to know each other and their Form Tutor. In the Hilary term of Year 12, students are permitted to come into school in time for their first lesson of the day. During the morning registration slot Form Tutors will arrange one-to-one meetings with students to look at their progress and discuss how things are going. This flexibility is in recognition that young peoples' body clocks shift during the teenage years and therefore enables students to take control more of when they sleep, when they work and when they rest.

Life Skills is taught in year groups and each year we welcome a number of external speakers who deliver talks on a variety of topics from careers to consent.

Students have four double periods a week for each of their chosen subjects, often split between two teachers. Students are expected to spend an additional four hours a week on each subject beyond the classroom. Some of this will be set work, but we increasingly expect students to take on individual reading around the subject as well as reviewing of notes and preparation for future lessons. Dedication and hard work is key to success. Where there are fewer than five students in a group there may be three double periods a week with additional personal study set.

Free time

Students will have a number of study periods each week where much of this work can be completed in school using study

rooms in Hind House and the Resource Centre. If a student does not have a lesson after 2.45pm then they may go home or back to the boarding house at this time. This is a privilege and will be revoked if a student falls behind with their studies.

Lunch

Lunch is provided by the School each day, with options for both hot and cold meals. For September we will also have a Sixth Form café which will offer a range of snacks. Students are permitted off site during lunchtime 12.50pm – 2pm but must return for afternoon registration and activity.

The Common Room

The Common Room is an excellent space for relaxation and for time with friends. The Sixth Form café will offer a range of hot drinks and snacks throughout the day. Students are permitted to use their mobile phones around Hind House and garden.

Uniform

The Sixth Form enjoy wearing a uniform which reflects that they are 'at work' and also removes the worry of what to wear each day. Whilst the Sixth Form suit (skirt or trousers) is mandatory, students can choose to wear their choice of plain shirt and jumper. Further flexibility includes:

- ▶ Wearing nail varnish
- ▶ Wearing multiple piercings, including in the nose
- ▶ Dying hair a different colour and not needing to tie it up
- ▶ Skirt length is required for decency rather than needing to be on the knee

Academic Support

The Sixth Form is a key time in a student's life where they need to gain the best grades possible, but also need to develop independence, a wide range of skills and develop into the person they want to be so they are ready for life beyond school. In recognition of this we aim to ensure that support mechanisms are in place to ensure that each individual makes the most of their time in the Sixth Form, but at the same time develops a sense of self awareness and reflection in making decisions about work and other responsibilities such as employment, volunteering and extra-curricular commitments.

Who is there to help me?

Mrs Clare Freeman

Head of Sixth Form

Miss Jennie Simmonite

Deputy Head of Sixth Form

Form Tutor

Students are placed in small Form groups which are a mix of Year 12 and Year 13 students.

At regular intervals all students have one-to-one chats with their Tutor to discuss academic progress as well as to help prepare for university applications.

Miss Liz Pickford

Head of Careers and Volunteering

Ms Katie Duce

Oxbridge Lead

Mrs Zsofia Sears

Head of Medical/Veterinary/ Dentistry Applications

Mrs Fiona Gratte

Head of Vocational Applications

Ms Christine Doherty

EPQ Lead

Ms Clare Hawkins

Director of Learning Support

Mrs Claire Hamoudi

Sixth Form Administrator

PALs Support

ALs sessions can continue to be added to students' timetables during study periods in order to offer learning support to individuals. Support might include getting started on an essay, planning their time, how to revise, understanding key ideas/ skills.

Student Support

Teachers are very willing to give their time to students and this is still the case in the Sixth Form. If a student feels they have not understood something or would like extra support they should make an appointment to see their teacher during a study period or lunchtime.

join you for your celebration dinner and congratulate you on all you have achieved at RMS.

Your tutor will be responsible for writing your UCAS reference (or any other form of reference required for your future applications) and for overseeing and supporting with your applications. It is really important to us that you form an excellent working relationship to enable you to flourish throughout Sixth Form.

Staff love being Sixth Form tutors because they get to see you change from a teenager into an adult and everything that comes with that; deciding on future plans, learning to drive, celebrating 18th birthdays...it really is the best bit of a school to be a part of, and we all love it!

Tutor groups

There are twelve Tutor groups in the Sixth Form, containing both Year 12 and Year 13. This model works exceptionally well as students learn from each other and support one another as the year progresses. Tutor groups tend to be much smaller than in the Senior School and offer the opportunity for more focused individual time with students, more akin to tutorials at university level.

Each tutor group is named after an inspirational individual in the subject area of the tutor.

You will work with your tutor group for form time where you will have opportunities for form bonding and times to have discussions and work alongside each other. The focus is very much on building relationships, learning from one another and developing core skills for life. Some life skills sessions will be as a form, whilst others might be as a year or as a whole Sixth Form.

Careers Advice and Guidance

Careers Department

Careers advice in the Sixth Form is very much about supporting and advising individuals to help them access and plan for the next stage of their journey. This might be discussing what comes next, prepping for an interview, preparing a Common App application, looking for courses that provide something different, deciding on whether to apply for a degree apprenticeship, looking for work experience or gaining support in writing a CV.

Miss Pickford, our careers lead, is available to advise on how to organise work experience and volunteering opportunities. Many university courses will want to see evidence of work experience in a particular field, and Miss Pickford can provide advice and support with this. She is more than happy to meet with students (and their parents if they wish) to start the journey of thinking about what is on offer beyond school, or to talk through the fine details of course/job requirements. She will meet with every member of Year 12 to help start them on their journey. It is becoming more common for university applicants to undertake interviews as part of the application process; this is supported through our practice interview day. There are many extremely useful books in the Resource Centre, which can help students begin thinking about their journey beyond school.

Miss Pickford will also inform students of any relevant courses and summer schools aimed at helping with the preparation of studying at university. Students can also receive guidance should they wish to explore alternatives to university education – for example Degree or Higher Apprenticeships.

UCAS University Preparation

At the end of Year 12 there will be a UCAS exhibition visit as well as a Futures' Day in school where you will hear plenty of advice about how to complete a UCAS application, how to choose the right university and course, and how to write a personal statement. There are also breakout sessions so you can tailor the day to your interests. During the following few months your Tutor will work with you to support you through the application process. Some universities and courses require entrance tests and we have teachers who oversee the preparation for these:

Ms Katie Duce

Oxbridge Lead

Mrs Zsofia Sears

Head of Medical/Veterinary/Dentistry Applications

Mrs Fiona Gratte

Vocational Applications

Those applying to competitive courses at the top universities need to ensure that not only do they have the highest grades but that they also have a good range of supporting evidence for their love of the subject. This could include reading and discussion beyond the curriculum, relevant work experience or being involved in a subject-specific club – and if one doesn't exist, start it!

Other opportunities

Whilst the vast majority of students do go to university, we recognise that not all students will wish to and are fully supportive of helping students apply to conservatoires, apprenticeships, jobs and other types of further education.

Each year many students apply to international universities such as the U.S (through the common app), Hong Kong, Cyprus and Sweden, to name a few from recent years.

Leadership Opportunities

A range of opportunities to develop leadership skills are on offer, from leading clubs, captaining sports' teams, being a subject ambassador, to training and working as a well-being champion. Two prominent positions outlined below.

Prefects

Being a Prefect is a fabulous opportunity to develop leadership skills and to take part in the running of the School. Roles are open to all students regardless of how long they have been at the school, and we regularly have students who are new to RMS on the team.

Prefects are invited to apply in writing for a position on the Team during the Hilary Term. Selection and allocation of roles is made via a process which includes an interview, a group task and a presentation, and an independent advisor is invited to participate in the selection process. The full team is finalised before the Easter holidays to allow a smooth handover from the outgoing Prefects.

The Pupil Leadership Team is made up of two Head Prefects and six Deputies, each of whom is responsible for leading a team of Prefects in a certain area of the School Community. Training sessions covering different aspects of leadership are offered to the Prefect body and the Pupil Leadership Team face the boys of JHGS and MTs at our annual leadership challenge day. All Prefects have a member of staff whom they directly report to and who will support and guide them in their role. In addition, the Pupil Leadership Team meets weekly with the Deputy Head of Hind House.

School Council

We have an established School Council with a representative from each year group. Council tends to deal with issues relating to student learning, environment, food, boarding, welfare and charity. The Council as a whole meets once a term to collate ideas. It is particularly successful and beneficial to the RMS community as it enables students from all years to have their say on school life from the amount of homework they receive, recycling and eco-classrooms to helping to reduce waste by helping to redesign the lunch servery.

Subject Ambassadors

Sixth Form students are best placed to 'tell it as it is' about subjects and are regularly asked to support departments in sharing their thoughts about a subject to prospective students both within and beyond RMS. This invaluable insight has been hugely successful in guiding Yr 11 to make informed choices about their Sixth Form programme. Subject ambassadors also work within departments supporting in lessons, preparing notice boards and speaking at Preview events as well as in assemblies in both Senior School and Cadogan

In recent years Prefects and School council representatives sat on groups alongside governors, staff and parents to develop the School's mission and development plan. The School is for the students and we are looking forward to the Sixth Form students helping us make the development plan a reality through their involvement in leading initiatives and reflecting on changes made with us.



Scholarships and Bursaries Information 2023-2025

We very much encourage students to apply for scholarships in the Sixth Form. Not only does it bring financial support, but it also gives students access to our Scholars' Programme which helps to nurture and showcase their talent as well as encouraging and developing their passion.

For those students already in receipt of a scholarship at RMS, this continues through the Sixth Form and you do not need to re-apply.

Scholarships are offered to encourage and reward excellence; they are awarded in recognition of outstanding achievement or promise in a particular sphere and normally involve financial support up to a maximum of 25% of the annual fee. Scholars will be given regular opportunities for prominence and leadership within their given specialism. Academic scholars will be expected to maintain high standards of work across the curriculum and take part in the weekly scholars' class.

Scholarships on offer

Awards are given for academic excellence, music, art/textiles, sport and drama. The deadline for applications is Friday 4th November 2022. The scholarship assessments will take place during the week 28th November – 2nd December 2022.

For further details about scholarships and Sixth Form admissions please contact Sixth Form Admissions, on 01923 725354 or by email on admissions@rmsforgirls.com. Application forms and further information about the scholarships and joining RMS can also be found on our website: www.rmsforgirls.com.

We expect all scholars to play a full and active part in the area for which they have been awarded a scholarship, which may involve inspiring others, supporting younger students as well as demonstrating an ongoing passion and commitment to that area of school life.

To apply for any scholarship students should complete the online Scholarship Application Form by Friday 4th November 2022.

Sixth Form Academic Scholarship

During scholarship week, 28th November – 2nd December, candidates for the Academic Scholarship will be invited to RMS for the following:

- ▶ 1-hour exam in a chosen subject area (English, Humanities, Languages, Mathematics, Science). You should specify this on your application form
- ▶ Complete a 45-minute critical thinking paper
- ▶ Attend an interview with a member(s) of Senior Leadership team.

We expect all scholars to play a full and active part in the area for which they have been awarded a scholarship, which may involve inspiring others, supporting younger students as well as demonstrating an ongoing passion and commitment to that area of school life.

Scholars' Class

This class runs bi-weekly and is delivered by a variety of staff from around the school to encourage our scholars to think beyond the obvious and take on challenging problems. In recent years our DFO has run a session asking the students to work out the costings for RMS and therefore to work out the fee structure (they vastly underestimated insurance costs!), they have had a session based on the popular quiz show 'Only Connect' and have been asked to work out how many people you can fit in a mini. Staff thoroughly enjoy running these sessions and just watching a set of excited brains get to work on thinking how to solve whatever challenge they have been given.

For further guidance please contact Mrs Clare Freeman, Head of Sixth Form cfreeman@rmsforgirls.com.



Sixth Form Art/Textiles Scholarship

Candidates will be asked to attend for an interview with staff from the Art and Textiles departments.

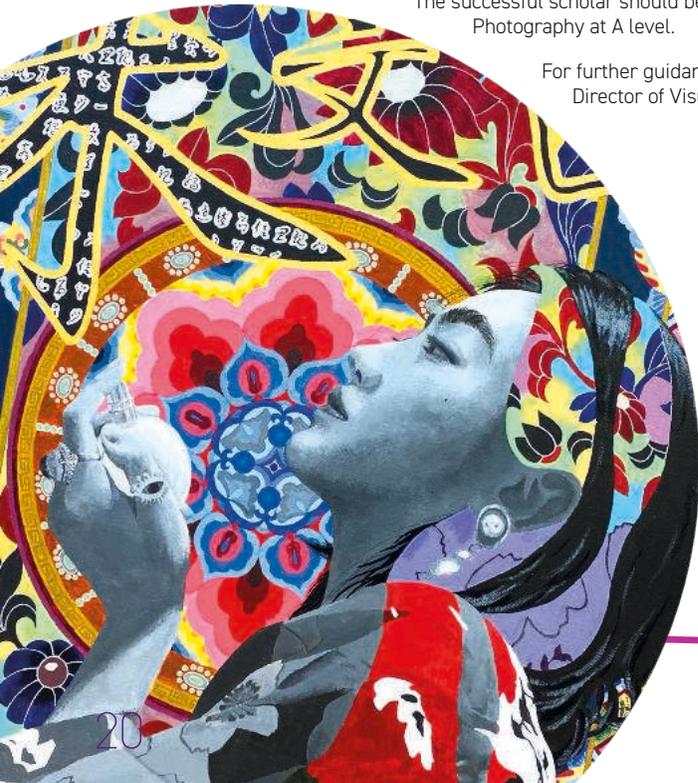
At the interview a candidate's work, interests and reasons for applying for an art/textiles scholarship will be discussed.

Candidates will be required to present a portfolio of work, which should include:

- ▶ a range of work produced by the candidate and what her particular interests are. This does not only mean school work but also work which the candidate has done by herself. We are very interested in seeing sketchbooks, notebooks and photographs, as well as finished work
- ▶ a range of work in a variety of media
- ▶ work should be presented in a logical and ordered fashion. Over-elaborate presentation is unnecessary
- ▶ large pieces can be shown using photographs.
- ▶ examples of written work

The successful scholar should be taking either Art and/or Textiles, DT or Photography at A level.

For further guidance please contact Mrs Maxine Nichols,
Director of Visual Arts mnichols@rmsforgirls.com



Sixth Form Music Scholarship

Requirements

Either:

- ▶ two contrasting pieces at a minimum of Grade 7 standard on one instrument or voice together with sight-reading, scales and aural tests.

Or

- ▶ one piece on their first instrument or voice at a minimum of Grade 7 standard AND one piece on their second instrument or voice at a minimum of Grade 5 standard together with sight-reading and scales.

Candidates offering voice should choose repertoire appropriate to the age of the student and their ability. For guidance, candidates should look to the syllabi of the ABRSM singing examinations. Songs must be performed from memory.

Aural tests involving metre, rhythms and melody (repetition from memory)

- ▶ Grade 5 theory, although advisable, is not obligatory.
- ▶ It is expected that candidates will follow the A level music course.
- ▶ Full participation in and commitment to the extra-curricular programme is also expected.

For further guidance please contact Mr Simon Werner, Director of Music
swerner@rmsforgirls.com



Sixth Form Drama Scholarship

Recognising talents in music, drama and dance. Candidates can be assessed either through **performance** or **production** skills.

Requirements: Performance Candidates

Candidates must perform two pieces, either both in the same art form, or one each of two art forms:

- ▶ musical solo (accompaniment may be provided if requested) in one or two instruments/voice;
- ▶ solo dance (bring CD, portable device or USB, if necessary) - if candidates are offering only dance, they must perform two solos in contrasting styles. Street dance is not permitted.
- ▶ dramatic monologue (not poetry) - candidates should prepare one classical and/or one contemporary monologue, depending on whether they are offering another art form or not.

This will then be followed by a short interview.

Requirements: Production Candidates

Scholarship applicants must choose one of the following four production pathways on which to be assessed: Set design, lighting design, make-up or costume design. Alongside their letter of application candidates must complete the following two tasks...



Task One: Curriculum Vitae

Candidates should detail their production experience (and performance experience if applicable) to date giving specific information about the roles they have taken and the responsibilities they have had. Candidates may also include a section detailing the particular production skills they possess, and the specific training they have undertaken. Candidates may support their CV with a portfolio of past work.

Task Two: Speculative Design

Candidates should choose one of the two given scenes, either from Hamlet or Into The Woods, and create one of the speculative designs as detailed below.

- ▶ **Set design:** Decide upon a venue for the production. We recommend you choose a venue you know well, for example The Space at RMS, Watersmeet Theatre, or your school theatre/hall. Create a set design for this stage for the chosen scene. It is expected that you will consider health and safety issues in your design.
- ▶ **Lighting design:** Create an annotated script marking how you would use lighting in the scene, not just at the beginning of the scene but also including lighting changes/cues during the scene. You may accompany the script with a lighting plot and/or diagrams.
- ▶ **Costume design:** Create a design for at least two characters from the chosen scene. You must detail types of fabric and should consider an estimated budget necessary for the design. You should also be able to justify your design decisions.
- ▶ **Make-up design:** Create make-up designs for at least two characters from the chosen scene. You should consider colour, application and budget, and you should also be able to justify your design decisions. You may consider prosthetics if this is your specialism.

Candidates are expected to follow the A level Drama and Theatre course. We are concerned with assessing practical rather than academic ability; therefore, no theory paper will be set. There will be a short interview to assess a candidate's range of activities, abilities and interests.

Sixth Form Sport Scholarship

Requirements

- ▶ County level or equivalent honours in a chosen sport, with supporting documentation
- ▶ Candidates will sit a written examination to assess their attitude and motivation towards physical activity and sport
- ▶ Candidates will have an informal interview with the Director of Sport about their sporting interests and ambitions
- ▶ Candidates should intend to follow the A level Physical Education course
- ▶ A reference from a student's current Head of PE (excluding RMS students) and their sports coach (if applicable) should be submitted with the letter of application
- ▶ A successful scholar should be committed to co-curricular activities and an involvement in coaching/assisting with junior teams is desirable



Bursaries Information

RMS is committed to enabling access to the school for those for whom its education will be most transformational. The foundation of RMS in 1788 was charitable, and in the twenty-first century, we believe that it benefits all of our pupils for the pupil body of the School to be as diverse as possible and bursaries are part of how we achieve this diversity.

Bursaries are awarded if the applicant is accepted as a new student for Sixth Form, the family is eligible for a bursary and there are sufficient funds available. Please note that priority is given to applicants for whom the bursary will be most transformational.

Our bursaries are awarded thanks to the generosity of benefactors, former pupils, other parents, and the Masonic Charitable Foundation with whom the school maintains a strong and historic link.

Eligibility criteria

Bursary awards range from partial to full awards. These awards are all means-tested. While the criteria depend on a range of financial variables, you can find helpful guidelines within our Bursary Policy and on our website.

The deadline for applications for bursary places for those applying to join Sixth Form is Friday 4th November 2022. When registering your child for a place at RMS, please indicate on the registration form that you would like to be considered for a bursary. We encourage early applications to ensure that we have the time to understand your particular financial circumstances.

The school does not require the registration fee to be paid by families that currently receive income support or universal credit. Please contact the admissions team and provide evidence of this support and they will waive the fee.

If you indicate that you would like to apply for a bursary when you register for a place, you will be sent an online bursary application. **This should be completed no later than Friday 2nd December.**

Bursary assessment

We work with a third party to support our assessment process. Part of that assessment will usually include a home visit by a member of that team to evidence and understand the financial circumstances that support your application.

All bursaries awards are means tested and designed to enable pupils who display strong academic ability or show particularly strong potential in art, music, drama or sport to benefit from the education offered at RMS, and in turn to make a positive contribution to the life of the School. The bursaries can cover up to 100% of fees or can support families that have been offered scholarships.

The bursary lasts for the whole of a student's time at RMS but is subject to regular review.

General Course Information

Eight periods are allocated each week to each examined subject. Where initial take up for a subject is very low please be aware that the School may withdraw it as an option, or in some cases may reduce the period allocation.

Where there are three students or fewer in the class, to enable us to run the subject and in recognition of the one-on-one teaching the students will receive, it is likely that there will only be three double lessons timetabled for this subject, with additional independent tasks set.

Untaught periods, on average eight each week, are for study and relaxation. One of the first differences you will notice about Sixth Form life is that you have to manage your time and the demands of your work effectively. It is not easy and we are here to help you. We suggest that you spend about four hours studying on your own for each subject. If you do not do so, you may find that you have difficulties by the end of the course.

If you have not achieved a grade 4 (C grade) at GCSE in English Language and/or Mathematics, arrangements will be made to enable you to continue your studies in these subjects.

The GCSE results you achieve enable us to help you choose a programme of study suited to you and at which you should be successful.

You should remember the following:

- ▶ Each subject has entry criteria which are available to view within this document and on the website.
- ▶ There is no overall minimum standard of entry to the Sixth Form at RMS. However, as a guide, the number of passes at grade 6 (B grade) and above that you achieve, is an indicator of the number of subjects you should study.
- ▶ Most Sixth Formers commence studying four subjects in Year 12. Some students continue with four subjects after the first term in Year 12 but most will take three subjects to A level. As always, the School will adopt a case-by-case approach in order to accommodate the needs of individual students.

Entry requirements to reflect the new GCSE grading system

Following curriculum reform new GCSEs will be awarded grades 9-1 in place of the traditional (A*-G) grading system.

Grade 4 is equivalent to a low C grade but grade 5 is considered by the Department for Education to be a good pass; this equates to a high C grade or a low B grade.

There is a summary of entry requirements at the back of this booklet. Entry requirements for courses detailed within this booklet will reflect the new grading system equivalence.

GCSE Grading System

New Grading	Old Grading
9	A*
8	A
7	
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

28 Subjects to choose from

- 01 Art, Craft and Design 28
- 02 Biology 31
- 03 Business Studies 34
- 04 Chemistry 37
- 05 Classical Civilisation 40
- 06 Computer Science 43
- 07 Design and Technology 46
- 08 Drama and Theatre 48
- 09 Economics 51
- 10 English Language 54
- 11 English Literature 57
- 12 Extended Project Qualification (EPQ) 60
- 13 Further Mathematics 63
- 14 Geography 66
- 15 Government and Politics 69
- 16 History 71
- 17 Latin 74
- 18 Mathematics 77
- 19 Modern Foreign Languages 79
- 20 Music 84
- 21 Photography 87
- 22 Physical Education 90
- 23 Physics 93
- 24 Psychology 96
- 25 Religious Studies 99
- 26 Sociology 102
- 27 Textiles 105

Art, Craft and Design

Exam Board	Qualification	Specification code
AQA	A level	7201

Link to the exam board information:

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-SP-2015.PDF>

Aims

- ▶ To develop and enrich students' existing artistic skills and to introduce them to a range of new techniques and media
- ▶ To encourage a sense of maturity, independence and responsibility in relation to both personal ideas and self-motivation
- ▶ To look within and beyond students' own lives; to observe and to comment on our contemporary world; to cultivate opinions and express these using a specialised visual language

Content

In Year 12 students will experience a series of modules to build their experience and knowledge in drawing, printmaking, sculpture, painting and mixed media. These modules will be centred around a broad theme selected by each student. Experiencing the work of other practitioners is a fundamental element of the course and students will be encouraged to visit exhibitions and explore artists that inspire them and link to their selected personal theme. Towards the end of Year 12 students will be introduced to written study and through Tutorials will select a sub-theme to explore, engaging in deeper knowledge and exploration of ideas, development, recording, refining and responding, in line with assessment objectives of the course.

Skills Based Projects

- ▶ 60% of A level (September – February Year 12)

Students will follow a structured programme of practical teaching whilst pursuing their own interests and ideas.

Component 1: Personal Investigation

- ▶ 60% of A level (February – January Year 12 - 13)

This component is a personal investigation, the topic is chosen by the student, who must then produce a portfolio of practical work, supported by a written element of 1000-3000 words.

Component 2: Externally Set Assignment

- ▶ 40% of A level (February – May Year 13)

The examination board provides a set of eight starting points, from which students choose one to inspire a project of work.

01 Art, Craft and Design



Assessment

Component	% of final assessment	Type of assessment	Timing of assessment
1	60%	Internal assessment of a portfolio of work produced over several months. Externally moderated by a visiting examiner.	April Year 2
2	40%	A project of preparatory work followed by a 15-hour practical timed examination.	May Year 2

What other subjects complement Art, Draft and Design?

- ▶ Art is a subject that lies naturally and comfortably alongside the most diverse curriculum, due to the fact that a student can design their own course of study. Textiles, Design and Technology and Photography are the obvious complementary A level subjects because of the similarity of skills and structure. English and the humanities assist an art students' essay writing skills while Mathematics and the sciences (including Psychology) often inspire students' interests and enrich a STEAM themed programme.

What do A level Art students go on to do?

- ▶ There are many careers in art and design. Most require further study at a university or college of art. We are proud that many of our students gain places on a range of prestigious undergraduate courses directly from Sixth Form, such as Architecture, Fine Art and Art History. We help in the preparation of portfolios and advise on interview techniques. In recent years' students have won places at University of the Arts, Newcastle, Loughborough, Leeds, Nottingham, Edinburgh College of Art, Oxford Brookes and Manchester.
- ▶ A Fine Art A level does not necessarily have to lead to a career in the industry; a good A level in the subject is viewed favourably by most universities and students in the past have gone onto read English Literature, Psychology, History of Art, Geography and Marketing amongst others at Exeter, Edinburgh, Nottingham and Bristol.



02 Biology

Biology

Exam Board	Qualification	Specification code
AQA	AS	7401
	A level	7402

Link to the exam board information:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

Aims

- ▶ To stimulate students and both sustain and develop their interest in biology
- ▶ To provide a suitable foundation for the study of biology or related courses in further and higher education.
- ▶ To promote the application of biological principles to problems including those of a personal, social, environmental, economic and technological nature

Content

- ▶ Unit 1: Biological molecules
- ▶ Unit 2: Cells
- ▶ Unit 3: Organisms exchange substances with their environment
- ▶ Unit 4: Genetic information, variation and relationships between organisms
- ▶ Unit 5: Energy transfers in and between organisms
- ▶ Unit 6: Organisms respond to changes in their internal and external environments
- ▶ Unit 7: Genetics, populations, evolution and ecosystems
- ▶ Unit 8: The control of gene expression

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
Paper 1	35%	Written examination:	End of Year 2
Paper 2	35%	Written examination:	End of Year 2
Paper 3	30%	Written examination:	End or Year 2
Practical assessment	MET/NOT MET component	Students will complete 12 required practical investigations over 2 years.	Continuous throughout Years 12 and 13

Students will have the option of taking the AS only, this will be assessed as follows:

Unit	% of final assessment	Type of assessment	Timing of assessment
Paper 1	50%	Written examination:	End of Year 1
Paper 2	50%	Written examination:	End of Year 1

Note: Students continuing to complete the A level Biology course will not take these examinations.

What do A level Biology students go on to do?

- ▶ Biology is a very popular A level subject at RMS, attracting students planning to study a biology- related degree course. We have a very good record of sending students to top-rank universities.
- ▶ The most popular biology courses include Medicine, Veterinary Science, Dentistry, Natural Science, Biomedical Sciences, Nursing, Environmental Science and Physiotherapy.

Business Studies

Exam Board	Qualification	Specification code
Edexcel	A level	9BS0

Link to the exam board information:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html>

Aims

Develop a critical understanding of organisations and their ability to meet society's needs and wants

- ▶ Understand that business behaviour can be studied from a range of perspectives
- ▶ Generate enterprising and creative approaches to business opportunities, problems and issues
- ▶ Acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- ▶ Apply numerical skills in a range of business contexts.

Content

Theme 1 – Marketing and people

In this theme, students are introduced to the market, explore the marketing and people functions and investigate entrepreneurs and business start-up.

Theme 2 – Managing business activities

In this theme, students explore the finance and operations functions, and investigate external influences on business.

Theme 3 – Business Decisions and strategy

In this theme, students develop their understanding of the concepts introduced in Theme 2 and explore influences on business strategy and decision-making.

Theme 4 – Global Business

In this theme, students develop their understanding of the concepts introduced in Theme 1 and explore business activity in a global context.



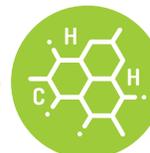
03 Business Studies

Assessment A level Course

Exam	Weighting	Type of assessment	Timing of assessment
Paper 1 – Marketing, people and global business	35%	Written assessment on Theme 1 & 4	End of Year 2
Paper 2 – Business activities, decisions and strategy	35%	Written assessment on Theme 3 & 4	End of Year 2
Paper 3 – Investigating business in a competitive environment	30%	Written assessment on all themes (synoptic)	End of Year 2

What do Applied Business students go on to do?

- ▶ The world is your oyster with knowledge of Business; careers can range from accountancy to marketing and from business administration to investment analysts to name but a few. Many girls go onto study business of some sort at university but there are also opportunities for apprenticeships or simply joining a business and climbing through the ranks.



04 Chemistry

Chemistry

Exam Board	Qualification	Specification code
AQA	AS	7404
	A level	7405

Link to the exam board information

<http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405>

Aims

- ▶ To investigate and understand what the world is made up of
- ▶ To understand the potential for making a difference in the world e.g. by finding cures for diseases
- ▶ To develop research, problem solving and analytical skills along with team work and communication – all transferable skills in many walks of life

Content

Physical Chemistry

'All the maths involved in chemistry'

This includes Atomic Structure; Amount of substance; Bonding; Energetics; Kinetics; Equilibria; Redox; Thermodynamics; Electrode Potentials; Rate Equations; Equilibrium Constant; Acids and Bases.

Inorganic Chemistry

'All about the Periodic Table'

This includes Periodicity; Group 2; Group 7; Period 3; Transition Metals; Reactions of ions in aqueous solution.

Organic Chemistry

'Anything that contains Carbon, Nitrogen and Hydrogen'

This includes Alkane; Halogenoalkanes; Alkenes; Alcohols; Organic Analysis; Optical Isomerism; Aldehydes and ketones; Carboxylic acids and derivatives; Aromatic chemistry; Amines; Polymers; Amino Acids; Organic Synthesis; Nuclear Magnetic Resonance Spectroscopy; Chromatography.

A level Assessment (students will not take AS Examinations)

Unit	% of final assessment	Type of assessment	Timing of assessment
Paper 1	35%	Written examination Short answer	End of Year 2
Paper 2	35%	Written examination Short answer	End of Year 2
Paper 3	30%	Written examination Short answer AND Multiple Choice	End of Year 2
Practical assessment	PASS or FAIL	Students will complete 12 required practicals	Continuous

AS Level Assessment (by request only)

Unit	% of final assessment	Type of assessment	Timing of assessment
Paper 1	50%	Written examination Short answer AND Multiple Choice	End of Year 1
Paper 2	50%	Written examination Short answer AND Multiple Choice	End of Year 1
Practical assessment		Students will complete 6 required practicals	Continuous

What do A level Chemistry students go on to do?

- ▶ Did you know that Chemistry graduates are some of the most employable after university? This is thanks to the critical thinking, problem solving, technical ability and communication skills developed throughout the course.
- ▶ This can lead to jobs in a huge number of areas including research, finance, politics, and engineering not to mention medicine, veterinary Science or dentistry.

Please note: Chemistry is the required subject for many science-based university courses and is an essential A level requirement for medicine, veterinary science, pharmacy and dentistry.

Classical Civilisation

Exam Board	Qualification	Specification code
OCR	A level	H408

Link to the exam board information:

<https://www.ocr.org.uk/qualifications/as-a-level-gce-classical-civilisation-h008-h408-from-2017/>

Aims

- ▶ to develop knowledge and understanding of Greek and Roman culture
- ▶ to focus on drama, epic, history and ancient belief systems both religious and philosophical
- ▶ to encourage debate, discussion and open-minded analysis of the values of ancient times and of the twenty first century

Content

Year 1

During our first year, we study Homer's epic poem, the *Odyssey*, and also learn about the Ancient Greek theatre. Homer's poem is one of the oldest works of literature in the world, and we discuss its significance as well as elements of genre, style and literary techniques, and the Greek culture which produced it. When learning about the Greek theatre, we study two tragedies, Sophocles' *Oedipus the King* and Euripides' *Bacchae*, and a comedy, Aristophanes' *Frogs*. We also study archaeological evidence to reconstruct theories about how the theatre worked in Ancient Athens.

Year 2

In the second year, we move on to study Virgil's famous Roman poem, the *Aeneid*; this poem is considered one of the greatest works of literature ever written and has been hugely influential ever since it was first published in 19 BC. We also make comparisons between Virgil and Homer, who was a huge influence on Virgil. We look at Greek religion as well, discussing the roles of the gods and the significance of religious rituals in the ancient world. There is a philosophical element to this too, considering the views of the ancient philosophers Xenophanes and Socrates.

During this course, students will:

- ▶ have the opportunity to study (translated) texts and other sources in depth
- ▶ foster their skills of expression and communication via essays and other extended answer tasks
- ▶ participate in class debate and discussion, formal and informal
- ▶ have a chance to give presentations to other members of the class
- ▶ have the chance to compare, contrast and challenge their own ideas about contemporary society against the context of ancient times



05 Classical Civilisation

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
1	40%	Written – World of the Hero	End of Year 13
2	30%	Written – Greek Theatre	End of Year 13
3	30%	Written – Greek Religion	End of Year 13

What do A level Classical Civilisation students go on to do?

- ▶ There is a very high take up of the subject at university, relative to numbers. Students are well prepared for a degree in Classics, Classical Civilisation, Ancient History or Archaeology. Students also go on to take a large variety of arts-based subjects (such as English Literature or History), as well as practical or scientific courses.

Computer Science

Exam Board	Qualification	Specification Code
OCR	A level	H446 - 601/4911/5

Specification: OCR A level Computer Science H446 Specification

Aims:

To enable learners:

- ▶ to learn, in great depth, about how the internal components of a computer work, right down to the binary code that is the life-blood of the computer's functioning, to the complex system architectures within.
- ▶ to learn how data is transmitted across networks and how that data is made secure from unauthorised users.
- ▶ to learn how algorithms and programming are at the heart of computational thinking. All students will become highly proficient programmers by the end of this course.
- ▶ to learn about how "Big Data" is shaping decision making across every part of life, from the food choice in your shops, to the avoidance of a traffic jam on your way home from work.

Content

Breakdown of unit contributions

- ▶ 40% Paper 1 written exam (Computer Systems Theory)
- ▶ 40% Paper 2 written exam (Algorithms and Programming)
- ▶ 20% Programming Project

First year of Study

During the first year of study, student time will be split 50/50 between computer theory and programming. Students will become proficient programmers during their first year, which is vital in order for them to have success with the more complex coding concepts in Year 13.

Topics that will be covered in Year 12 are:

- ▶ 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
- ▶ Elements of computational thinking
- ▶ Problem solving and programming
- ▶ Algorithms to solve problems and standard algorithms

Second Year of Study

During the second year of study, students will study the same topics as Year 1, but in far, far greater depth.

At the beginning of Year 2, students will choose a computing problem to work through, according to the guidance in the specification. Each stage of the software development life-cycle will be followed closely to produce a coded solution for a real life 'end-user'. This part of the syllabus is worth 20% of their final mark.

Assessment

Component	% of final assessment	Type of assessment	Timing of assessment
<p>Paper 1 – Computer Systems.</p> <p>In this paper, students will be examined on the depth of knowledge they have acquired regarding computer systems.</p>	40%	Written Exam. 2 hours and 30 minutes.	End of Year 2
<p>Paper 2 – Algorithms and programming</p> <p>This paper tests a student's ability to code, design and modify existing program code, and to produce solutions for a variety of practical scenarios.</p>	40%	Written exam: 2 hours and 30 minutes	End of Year 2
<p>Non-exam assessment.</p> <p>"The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving."</p>	20%	Controlled Assessment (project work)	February in Year 12 through to March in Year 13



07 Design and Technology

Product Design

Design and Technology: Product Design

Exam Board	Qualification	Specification code
AQA	A level	7552

Link to the exam board information:

<https://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552/>

Aims

- ▶ This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.
- ▶ They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice.
- ▶ Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Content

There are three units in this course.

Assessment

Component	% of final assessment	Type of assessment	Timing of assessment
Paper 1 Technical principles	30%	Written examination 2 hours - short answer and extended response	At the end of Year 2
Paper 2 Designing and making principles	20%	Written examination 1 1/2 hours - short answer and extended response	At the end of Year 2
Non-exam assessment (NEA) Practical application of technical principles, designing and making principles	50%	Internally assessed, externally moderated	During the course

What do A level Design and Technology students go on to do?

- ▶ Our previous students have gone on to careers in product design, furniture design, interior design, design, architecture, jewellery design, mechanical engineering, prop making and special effects, computer graphics for advertising, teaching, landscape design.
- ▶ DT is a very rewarding subject that enables students to gain problem solving and practical skills which are excellent life skills.

Drama and Theatre

Exam Board	Qualification	Specification code
AQA	A level	7262

Link to the exam board information:

<https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262>

Aims

- ▶ create, perform and respond to drama and theatre
- ▶ develop the creativity and independence to become an effective theatre maker
- ▶ explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts
- ▶ experience the ways in which theatre makers collaborate to create theatre.
- ▶ develop confidence and learn to collaborate

Course Structure

The subject content for A level Drama and Theatre is divided into three components:

- ▶ Drama and theatre
- ▶ Creating original drama
- ▶ Making theatre

For the practical components students choose to work as performers, designers (design students may choose lighting, sound, set, costume or puppets) or directors.

Drama and Theatre

Students will study and explore practically two set plays. They will then learn how to analyse and evaluate the work of live theatre makers. They will then sit an examination based on this work.

Creating Original Drama

Students will learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process. The work must reflect the ideas of a theatre practitioner. They then create an original piece of theatre and write a log book that supports their process.

Making Theatre

Students will learn how to contribute to text-based drama in a live theatre context for an audience. Their work must be influenced by a theatre practitioner. They will perform their scripted piece to a visiting examiner and an invited audience.



08 Drama and Theatre

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
Component 1 Drama and Theatre	40%	Written examination	Summer 2nd Year
Component 2 Creating original Drama	30%	Coursework and practical Internally marked	Autumn 2nd Year
Component 3 Making Theatre	30%	Coursework and practical Externally marked	Spring 2nd Year

What do Drama students go on to do?

Students go onto university degrees in Drama or complementary subject or apply for Drama School

Transferable skills for this subject are widely recognised and students can go into a wide range of careers in areas such as the Arts, Media and Law.



09 Economics



Economics

Exam Board	Qualification	Specification code
Edexcel	A level	9EC0

Link to the exam board information:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html>

- ▶ **Aims**
- ▶ To provide a broad working knowledge of the subject of economics and its application in the real world
- ▶ To encourage students to develop a real enthusiasm for the subject, allowing them to explore current economic issues in greater depth
- ▶ To allow students to develop their ability to evaluate economic problems from different perspectives
- ▶ To develop the analytical and quantitative skills necessary to equip students for the challenges and opportunities of adult working life

Content

The A level consists of four units, known as "themes."

Theme 1 – Introduction to markets and market failure

An introduction to microeconomics, covering supply and demand, as well as the price mechanism and the issues of market failure. It looks at economic problems and the ways that economists think and work.

Theme 2 – The UK economy – performance and policies

An introduction to macroeconomics with particular emphasis upon the role of the Government in achieving and maintaining economic growth. It focuses on economic performance and instruments of economic policy.

Theme 3 – Business behaviour and the labour market

This is effectively the theory of the firm. Building upon knowledge gained from studying theme 1, it explores the motives of firms in their actions, with respect to the market structure within which they operate and the role of the Government in regulation.

Theme 4 – A global perspective

This theme centres upon the issues of globalization, international trade and economic development. Especially building upon knowledge gained from studying theme 2, it deals with economic performance and policies in a global context. There is, however, a synoptic element to this theme as it draws in key points from all previous themes.

Assessment

Paper	% of final assessment	Type of assessment	Timing of assessment
Paper 1 (Themes 1 & 3)	35%	Written Examination	June - Year 2
Paper 2 (Themes 2 & 4)	35%	Written Examination	June - Year 2
Paper 3 (Themes 1,2,3 &4)	30%	Written Examination	June - Year 2

What do A level Economics students go on to do?

There are many options for careers after studying economics. Students in the past have gone on to study the following degree courses (amongst others):

- ▶ Accountancy
- ▶ Business Management
- ▶ Investment Banking
- ▶ Law
- ▶ International Relations
- ▶ Engineering
- ▶ Marketing
- ▶ Government





10 English Language

English Language

Exam Board	Qualification	Specification code
OCR	A level	H470

Link to the exam board information:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/>

Aims

For students to develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language

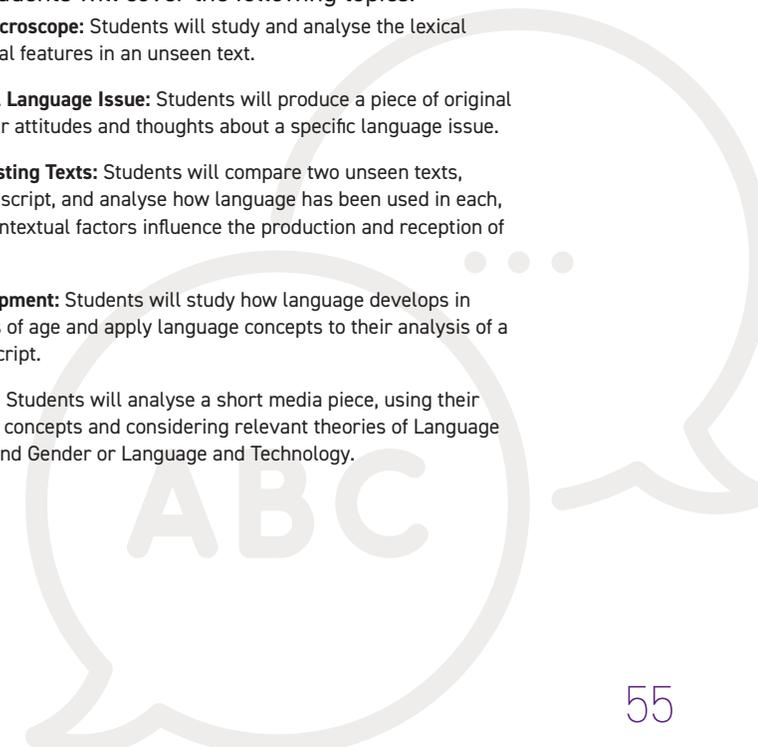
- ▶ To explore data and examples of language in use
- ▶ To engage creatively and critically with a varied programme for the study of English
- ▶ To develop skills as producers and interpreters of language
- ▶ To independently investigate language in use

Content

The wonderful thing about studying English Language is that it will forever change the way that you understand the wider world. As language issues surround us on a daily basis, students will find that through the course, they will be exploring the current news, social media trends, political speeches and debates, sports coverage and popular entertainment.

Throughout the course, students will cover the following topics:

- ▶ **Language under the Microscope:** Students will study and analyse the lexical choices and grammatical features in an unseen text.
- ▶ **Writing about a Topical Language Issue:** Students will produce a piece of original writing, presenting their attitudes and thoughts about a specific language issue.
- ▶ **Comparing and Contrasting Texts:** Students will compare two unseen texts, including a spoken transcript, and analyse how language has been used in each, considering how the contextual factors influence the production and reception of texts.
- ▶ **Child Language Development:** Students will study how language develops in children from 0-7 years of age and apply language concepts to their analysis of a spoken language transcript.
- ▶ **Language in the Media:** Students will analyse a short media piece, using their knowledge of language concepts and considering relevant theories of Language and Power, Language and Gender or Language and Technology.



- ▶ **Language Change:** Students will compare two texts from different periods analysing variations in language from the 1600s to present day. Students will explore the ways language is used and how contextual factors influence the way meaning is constructed.
- ▶ **Independent Language Research:** Students will complete two separate coursework assignments based upon a topic of their choosing: a close critical investigation of a language issue or topic and an academic poster presenting their findings to their peer group.

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
1	40%	Written examination	Summer Year 2
2	40%	Written examination	Summer Year 2
3	20%	Non-examined assessment (coursework)	Spring Year 2

What do A level English Language students go on to do?

- ▶ Students have gone on to study many subjects at degree level, including English, Creative Writing, Journalism, Education, Psychology, Music, Criminology.



11 English Literature

English Literature

Link to the exam board information:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-english-literature-h072-h472-from-2015/>

Aims

- ▶ To encourage learners to develop their interest in and enjoyment of literature and literary studies.
- ▶ To read widely and independently, including their set texts and also others that they have individually selected.
- ▶ To engage critically and creatively with a substantial body of texts and ways of responding to them.
- ▶ To develop and effectively apply their knowledge of literary analysis and evaluation in writing.
- ▶ To explore the contexts of the texts they are reading and the range of possible interpretations of these texts

Content

What is fantastic about studying English Literature is the depth of the understanding that you gain, not only about books, but also history, politics, social awareness, other cultures and much more. Literature students should enjoy reading widely and be enthusiastic about opportunities to expand their literary knowledge. This course will sharpen students' essay-writing skills and also their ability to analyse, interpret and think independently.

Throughout the course, students will study the following topics:

- ▶ **Shakespeare:** Students will study one Shakespeare play in detail, which they will be assessed on in a written examination at the end of the course.
- ▶ **Drama and Poetry:** For this section of the course, students will study a pre-1900 drama text and compare it to a poetry text or a selection of poetry by a named poet on the specification.
- ▶ **Close reading of a chosen genre:** Students will have to analyse an unseen passage from the genre that they have covered in class, demonstrating understanding of the writers' methods and also the contextual factors relating to the genre in question. The English Department will choose the relevant genre.
- ▶ **Comparative Study:** Students will analyse and compare two novels named within the genre they have studied in class as well as exploring critical theory.
- ▶ **Literature post-1900:** Students will produce two pieces of coursework based upon a collection of poetry, a novel and a drama, one of which must have been first published after 2000. The first will be a close critical analysis of a text. The second will be an essay exploring connections between the other two texts, informed by readers' interpretations.

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
1 Drama and poetry pre-1900	40%	Written examination	Summer Year 2
2 Comparative and contextual study	40%	Written examination	Summer Year 2
3 Literature post-1900	20%	Non-examined assessment (coursework)	Spring Year 2

What do A level English Literature students go on to do?

Many of our English Literature students go on to study an English course at university, including English Literature, Creative Writing, English Language and Literature or English Language. Other students have gone on to read Law, Politics, Psychology, Marketing, Geography, and History.

12 Extended Project Qualification (EPQ)



Extended Project Qualification (EPQ)

Exam Board	Qualification	Specification code
AQA	level 3 Up to 28 UCAS points)	7993

Link to the exam board information:

<https://www.aqa.org.uk/programmes/aqa-baccalaureate/extended-project/the-aqa-epq>

Aims

- ▶ To provide students with the opportunity to complete an individual project on a topic that takes them beyond the curriculum they are studying at A level
- ▶ To allow students to obtain, engage critically with and use a range of sources of information in order to reach supported outcomes
- ▶ This course allows students to be analytical in their approach and creative in their undertaking

Entry Requirements

This is suitable for students who are committed and confident in managing another qualification on top of their A levels.

It is recommended that students achieve a grade 6 in GCSE English Language as the EPQ involves a written report of either c.1,000 words (for the artefact option) or an extended essay of c.5,000 words.

Students who wish to undertake the EPQ will be considered on an individual basis.

Content

The EPQ offers students the chance to research their own area of academic interest and to write it up as a dissertation with the help of a supervisor and a series of focused research skills seminars. Rather than producing an essay/dissertation, students may opt to produce an artefact; such as a piece of art.

The EPQ consists of a production logbook that all students complete throughout the process, an essay or written report accompanying an artefact and a live presentation to a non-specialist audience.

During the course students will learn to:

- ▶ Manage – identify, plan and complete a project through applying organisational skills and strategies to meet identified objectives.
- ▶ Undertake research and identify resources that are appropriate to their chosen question and allow them to be analytical.
- ▶ Develop and realise – through using a range of skills they will need to solve problems, make appropriate decisions and be creative in their approach in order to achieve their aims.
- ▶ Review their work throughout the process and carefully consider their learning.

Assessment

Students will attend compulsory lessons to learn the skills element that will assist them in this process.

All assessment will be based on one of the following, depending on which type of EPQ they choose to complete:

Essay-based EPQ	Artefact
5,000 word essay	1,000 word report accompanying their artefact
Production Log	Production Log
Presentation	Presentation

Projects will be completed and submitted by mid-October of Year 13.

What do EPQ students go on to do?

- ▶ Having gained confidence in research and writing skills students are more prepared for their university courses and in undertaking significant independent study.
- ▶ Explore an area of academic interest outside of the constraints of A level subjects that can influence future study.
- ▶ Can help enhance UCAS applications or provide content for an interview and help meet the conditions of a university offer.



13 Further Mathematics

Further Mathematics

Exam Board	Qualification	Specification code
Edexcel	A level	9FMO
Edexcel	AS level	8FMO

Link to the exam board information:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

Aims

- ▶ To allow students to develop a broad understanding of aspects of mathematics beyond the A level specification
- ▶ To develop skills in proof and analytical reasoning
- ▶ To allow students to experience a wide variety of topics in mathematics

Content

This course can only be taken with A level Mathematics.

This course gives a much wider mathematical basis and is recommended, at least to AS level, for the able mathematician or for a student who is considering studying Mathematics or related subjects such as Physics or Engineering at university. Half of the course covers further topics in pure mathematics such as complex numbers, matrices, hyperbolic functions and differential equations. The remaining half of the course will consist of options in pure mathematics, statistics, mechanics or decision mathematics. These options will be determined by the interests of each cohort of students and the strengths of the teaching team.

Assessment

Teaching of Further Mathematics follows teaching of Mathematics A level and no examinations would be taken until Year 13.

AS level

Paper	% of final assessment	Type of assessment	Timing of assessment
1 Pure Mathematics	50%	Written examination	Summer of Year 1
2 Option paper Out of • Pure • Further Statistics • Further Mechanics • Decision	50%	Written examination	Summer of Year 1

A level

Paper	% of final assessment	Type of assessment	Timing of assessment
1 Core Pure Mathematics	25%	Written examination	Summer of Year 2
2 Core Pure Mathematics	25%	Written examination	Summer of Year 2
3 First option paper; one of • Further Pure 1 • Further Statistics 1 • Further Mechanics 1 • Decision 1	25%	Written examination	Summer of Year 2
4 Second option paper; another choice from • Further Pure 1 • Further Statistics • Further Mechanics • Decision	25%	Written examination	Summer of Year 2

What do A level Further Mathematics students go on to do?

- ▶ Study Mathematics at university
- ▶ Study Engineering, Physics, Computer Science or other degrees with substantial mathematical content
- ▶ Apply their skills in a creative field such as graphic design

Geography

Exam Board	Qualification	Specification code
AQA	A level	7037

Link to the exam board information:

<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>

Aims

- ▶ To gain a deep understanding of how places, environments and issues are constantly changing and how the human population responds to this
- ▶ To develop comprehensive analytical skills, using geographical data analysis and field work
- ▶ To develop robust learners able to independently investigate and analyse complex issues

Content

There are three components to the course; human geography, physical geography and field work and geographical skills. The topics covered include:

Physical Geography

- ▶ Water and carbon cycles
- ▶ Coastal systems and landscapes
- ▶ Hazards

Human Geography

- ▶ Globalisation and development
- ▶ Changing places
- ▶ Population and the environment

Geographical Skills

A level students are required to complete an individual investigation based on a question or issue defined and developed by the student relating to any part of the specification content. Students are therefore required to attend day trips to carry out field work over the course in a variety of locations.



14 Geography

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
1 Physical Geography	40%	Written exam	June of Year 2
2 Human Geography	40%	Written exam	June of Year 2
3 Geographical skills and field work	20%	3000 – 4000 written investigation	Ongoing: March (Year 1) to December (Year 2)

What do A level Geography students go on to do?

Geography is an enabling subject that opens a huge variety of opportunities in future pathways. Past students have used their A level Geography to complete degrees in the following:

- ▶ International Development
- ▶ Geography and Economics
- ▶ Human, Social and Political Science

Geography also supports students wishing to undertake a degree in the sciences, mathematics, media related subjects, geology, conservation or teaching.



15 Government and Politics

Government and Politics

Exam Board	Qualification	Specification code
Edexcel	A level	9PLO

Link to specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>

Aims

- ▶ Develop an interest in, and engagement with, contemporary politics
- ▶ Develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally
- ▶ Develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes
- ▶ Develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics
- ▶ Develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups

Content

The key requirement in this subject is the ability to critically analyse, interpret and evaluate political information in order to construct coherent arguments and make substantiated judgements.

UK Politics

This unit involves looking at political representation in the UK including political parties, electoral systems, voting behaviour and the media and the core political ideologies of conservatism, liberalism and socialism.

UK Government

This unit involves looking at aspects of British government including the British constitution, role of Parliament, prime minister and executive and relationships between the branches as well as one non-core ideology which is anarchism.

Comparative Politics

This unit involves looking at the US Constitution, Congress, the role and powers of the US president, elections, political parties, pressure groups and civil rights. There is also a comparative element which will involve students comparing the US and UK systems.

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
1 UK Politics	33%	Source and essay questions	End of Year 2
2 UK Government	33%	Source and essay questions	End of Year 2
3 Comparative Politics	33%	Essay questions	End of Year 2

What do Government and Politics students go on to do?

- ▶ Many politics students go on to study the subject at degree level and often combine it with another subject such as International Relations or History. Politics students follow various career paths after university including, working for an NGO, journalism, civil service, teaching and accountancy.

16 History



History

Exam Board	Qualification	Specification code
OCR	A level	H505

Specification link:

<https://www.ocr.org.uk/Images/170128-specification-accredited-a-level-gce-history-a-h505.pdf>

Aims

- ▶ To develop an interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- ▶ To acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
- ▶ To improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds
- ▶ To acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on evidence
- ▶ To make links and draw comparisons within and/across different periods and aspects of the past

Content

The key skill required is the ability to write essays, constructing written arguments in a logical manner, selecting and deploying relevant evidence in order to develop your points fully. Students will need to be able to communicate their understanding of history in a clear, coherent and effective manner. They should be able to analyse and evaluate source material in relation to its historical context. They should also be able to work independently, enjoy research and be well organised.

A level History in Year 12 involves a British period study, Britain 1783-1846 and a non-British period study on the Cold War in Europe 1945-1995.

British Period Study

This option considers the development of British government from William Pitt to Robert Peel and is examined through a combination of essays and source analysis.

Non British Period Study

This option examines the origins and development of the Cold War in Asia from 1945-1993 and is examined through the evaluation of historical interpretations and a short essay.

A level History in Year 13 will involve the study of a thematic paper on Russia 1855-1964 and a coursework essay of 3-4,000 words.

Thematic Paper

This paper focuses upon a thematic study of Russia looking at key events, individuals or issues within the theme. There are two elements to this assessment of historical themes. Firstly, the thematic essay which requires students to consider developments over approximately 100 years and secondly the in-depth interpretations element. For this element students use their detailed knowledge of specified events, individuals or issues to comprehend, analyse and evaluate the way the past has been interpreted by historians.

Coursework

Students will start researching this after the Year 12 exams and will work under staff guidance. They will complete one essay of 3-4,000 words on Gladstone or Disraeli. This essay will draw upon a range of primary and secondary historical sources.

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
1 Pitt to Peel 1783-1853	25%	Examination	End of Year 2
2 Cold War in Europe	15%	Examination	End of Year 2
3 Russia and its Rulers	40%	Coursework	End of Year 2
4 Coursework essay	20%	One 4,000 word essay	Michaelmas term in Year 2

What do A level History students go on to do?

Many A level History students go on and study the subject at degree level, while others apply for courses in Law, Politics and International Relations.





α 17 Latin

Latin

Exam Board	Qualification	Specification code
OCR	A level	H443

Link to the exam board information:

<https://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/>

Aims

- ▶ to enhance knowledge of advanced Latin grammar and vocabulary
- ▶ to enhance translation both from and into Latin
- ▶ to foster knowledge and appreciation of classical culture and literature, especially poetry, politics, oratory and society

Content

Year 1

During our first year, we review and revise GCSE grammar before moving on to the more complex syntax faced at A level. At every point, there is time to reflect on the nature of languages and communication, and to improve our understanding through translation from Latin to English and from English to Latin. As we move through the year, we start to translate un-adapted passages of Latin from authors including Ovid, Livy, Caesar and Pliny, as well as others. We also consolidate vocabulary through regular vocabulary tests on the most common words in Latin verse and prose writing. As well as linguistic study, we also look at two works of literature as set texts: one is verse, the other is prose. These texts are written by some of the most influential Roman writers, including the likes of Virgil, Horace, Catullus, Cicero, Seneca and Tacitus, as well as others. We study this literature in the original Latin and consider its historical context, literary style and genre, as well as looking at the literature as evidence for Roman culture.

Year 2

In the second year, we continue to translate un-adapted passages of Latin, both prose and verse, in preparation for the two language papers at A level. As the year continues, students become more confident in translating longer, more complex sentences and even learn how to scan the metre of Latin verse poetry. We also look at two further set texts, one verse, the other prose. We shall build on the skills already developed in Year 1 to become confident at analysing and evaluating literature, both as an artform and as evidence for the Roman world. By the end of the course, students will be well prepared to read genuine Latin texts as part of their understanding of the ancient Mediterranean cultures.

Continues overleaf...

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
1	33%	Written – Unseen Translation	End of Year 13
2	17%	Written – Prose Composition or Comprehension	End of Year 13
3	25%	Written – Prose Literature	End of Year 13
4	25%	Written – Verse Literature	End of Year 13

What do A level Latin students go on to do?

- ▶ Again, because Latin is such a desirable subject, Latinists go on to do many things. Studies at university include Classics, Medicine, Mathematics, English Literature, History, Natural Sciences, Theology and many, many more.



Mathematics

Exam Board	Qualification	Specification code
Edexcel	A level	9MAO

Link to the exam board information:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/mathematics-2017.html>

Aims

- ▶ To allow students to develop their problem solving and analytical skills
- ▶ To develop skills in proof and an appreciation of the logic and beauty of mathematics
- ▶ To allow students to experience a variety of topics in mathematics which form a basis for further study of related topics at university

Content

Fluency with GCSE algebra is a vital skill to establish at the beginning of the course.

The course builds rapidly on GCSE skills with algebra and trigonometry. Students meet a variety of topics in pure mathematics including algebra and functions, coordinate geometry, sequences and series, exponentials and logarithms, and calculus. The applied mathematics content includes statistical distributions and hypothesis testing, kinematics, and forces and Newton's laws.

Assessment

Paper	% of final assessment	Type of assessment	Timing of assessment
1 Pure Mathematics	33.34%	Written examination	Summer of Year 2
2 Pure Mathematics	33.33%	Written examination	Summer of Year 2
3 Applied Mathematics statistics mechanics	33.33%	Written examination	Summer of Year 2

What do A level Mathematics students go on to do?

Past students of Mathematics have gone on to:

- ▶ study a variety of degree subjects such as Mathematics, Engineering, Business or Finance
- ▶ train as doctors, or study sciences such as physics, chemistry or a related subject
- ▶ train as lawyers, accountants or computer programmers
- ▶ work as analysts in government or private industry



19 Modern Foreign Languages
French, Spanish and Mandarin Chinese

Modern Foreign Languages

French and Spanish

Exam Board	Qualification	Specification code
AQA	AS or A level in French, or Spanish	AS French 7651 A French 7652 AS Spanish 7691 A Spanish 7692

Specification link:

<https://www.aqa.org.uk/subjects/languages/as-and-a-level>

Aims

- ▶ To develop linguistic skills alongside understanding of the culture and society of the countries where the MFL is spoken
- ▶ To be able to understand and analyse texts and films in the chosen language
- ▶ To select a broad area of study to prescribe certain aspects for independent research

Content

- ▶ The A level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity. The content is suitable for students who wish to progress to employment or to further study, including a modern languages degree.
- ▶ Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French/ Spanish is spoken, and their language skills. They will do this through the study of authentic spoken and written sources in the target language.

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
AS Listening, reading and writing	45	Terminal examination	End of Year 1
AS Writing and translation	25	Terminal examination	End of Year 1
AS Speaking	30	Terminal examination	End of Year 1
A2 Listening, reading, writing and translation	50	Terminal examination	End of Year 2
A2 Writing	20	Terminal examination	End of Year 2
A2 Speaking	30	Terminal examination	End of Year 3

What do A level modern foreign languages students go on to do?

- ▶ Many students continue their language learning to a degree level, but often, students incorporate their language into a combined degree or as some modules within their degrees in Law, Economics, etc.
- ▶ Languages are a highly valuable skill that will enhance your opportunities of employability and will allow you to experience other cultures fully.



Modern Foreign Languages

Chinese

Exam Board	Qualification	Specification code
Edexcel	A level in Chinese	9CN0

Link to the exam board information

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/chinese-2017.html>

Aims

- ▶ To develop an advanced level knowledge and understanding of the Chinese language, culture and society
- ▶ To enable the students to communicate confidently and accurately in speaking and in writing, including through online media
- ▶ To develop insights into the culture and civilisation of countries where Chinese is spoken
- ▶ To engage critically with intellectually stimulating texts, films and other materials in Chinese, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- ▶ To equip students with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural, and cognitive flexibility that will enable them to proceed to further study or employment
- ▶ To develop students' capacity for critical and analytical thinking through learning Chinese
- ▶ To develop as independent researchers through learning the language

Content

It consists of two externally-examined papers assessing listening, reading and writing and a speaking assessment. The speaking assessment is externally set and conducted by a teacher examiner. All assessments are marked by Pearson. The assessment will be available in traditional and simplified characters. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

During the course students will:

- ▶ Understand and respond to texts written in the target language and to spoken material
- ▶ Manipulate the target language accurately in spoken and written forms to demonstrate a capacity to choose appropriate examples of lexis and structures
- ▶ Select information and present it in the target language, organising arguments and ideas logically
- ▶ Demonstrate knowledge and understanding of aspects of Chinese society

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
1 Listening, Reading and Translation	40	Externally assessed speaking test	End of Year 2
2 Written response to works and translation	30	Externally set and marked written paper	End of Year 2
3 Speaking	30	Externally set and marked written paper	End of Year 2

What do A level Chinese students go on to do?

- ▶ This course provides students a stepping stone for university courses in Chinese and Chinese Studies.

In addition to providing a secure foundation for study in higher education, Edexcel A level Chinese equips learners with a range of skills for careers in business, education and the arts.





20 Music

Music

Exam Board	Qualification	Specification code
Eduqas	AS and A level	A660P

Link to the exam board information:

https://www.eduqas.co.uk/qualifications/music-as-a-level/#tab_overview

Aims

- ▶ To give students an understanding of a wide context of music, from Baroque to Musical Theatre, Classical to the Twenty First Century developing their analytical skills
- ▶ To foster strong performance skills in an instrument or voice
- ▶ To develop creative skills in composition

Content

A level Study (two years)

Students will be examined over three components: Performing, Composing and Appraising. The Appraising section is worth 40% of the overall A level. Candidates can choose which of Performing and Composing is worth 35 % and which is worth 25% depending on their strengths.

Component 1 – Performing: External Assessment

If students elect for this to be worth 35%, they will perform a recital of 10 to 12 minutes to a visiting examiner. This can be on any instrument or voice.

Component 2 – Composing: External Assessment

If students elect for this to be worth 35%, they will compose three compositions lasting 8-10 minutes in total. If they elect for this component to be worth 25%, they will compose two compositions lasting 4-6 minutes.

Component 3 – Appraising: External Assessment

This is a written/listening paper of 2 hours 15 minutes. Questions include set work analysis using a blank score, extended responses on a wider context of musical periods, unprepared extracts of music with and without a score and comparison questions.

Part A: The Western Classical tradition. Students will study Haydn's Symphony No. 104 in D Major ('London') and Mendelssohn's Symphony No. 4 in A Major ('Italian'), putting them into the context of the development of the symphony. They will be examined on this in a listening examination where they will have blank scores of both set works.

Part B: Students will study the history of Musical Theatre and the styles of six influential musical theatre composers.

Part C: Into the Twentieth Century: Students will study movements from two set works: Poulenc's Trio for Oboe, Bassoon and Piano and Debussy's Three Nocturnes.

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
1 Performing:	Either 35% or 25%	External (recital)	April/May (Year 2)
2 Composing:	Either 35% or 25%	External (portfolio)	April (Year 2)
3 Appraising:	40%	External (listening examination)	June (Year 2)

AS level Study (One year)

If students decide that they will not undertake the two year course, they will be able to take the AS course over one year. Should a student choose to enter for the AS level, they will be expected to undertake some independent study to put together a complete portfolio of two compositions by Easter.

For assessment at AS level the scheme of work is similar to that for A level, with shorter examinations covering less material.

- ▶ Component 1: Performing (30%): A recital of 6–8 minutes
- ▶ Component 2: Composing (30%): Two compositions of a total length of 5–7 minutes
- ▶ Component 3: Appraising (40%): A listening paper of 1 hour 30 minutes composed of only Part A and Part B of the A level appraisal component above

If you currently play a musical instrument or sing to at least Grade 5 level and you enjoy listening to a wide range of music, the AS/A level courses will appeal to you. Composition is taught in detail to allow you to create impressive compositions even if you have not composed before.

What do A level Music students go on to do?

Music is a very well respected course for university entrance for a very wide range of arts, humanities and language courses. It is a facilitating/entry subject if you wish to apply for a music degree at university.



Photography

Exam Board	Qualification	Specification code
OCR	A level	H603

Link to the exam board information:

<http://www.ocr.org.uk/Images/170210-specification-accredited-a-level-gce-art-and-design-h600-h606.pdf>

Aims

- ▶ To develop students' technical skills and visual understanding, as well as developing students' creative thinking skills
- ▶ To broaden students' contextual knowledge of historical and contemporary photography
- ▶ To enable to students to express their ideas creatively using a wide range of photographic techniques and processes

Content

The Photography A level course offers students the opportunity to spend time learning and developing their technical photographic skills as well as their visual understanding. Students will spend their first term learning the basics of photography and completing an in-depth introduction to photography.

- ▶ Students' learning will include:
 - ▶ Shooting, developing and printing 35mm images
 - ▶ Using the photographic studio, flashes and backdrops
 - ▶ Using both film and digital SLR cameras
 - ▶ Using medium format cameras
 - ▶ Editing and manipulating images using Photoshop
 - ▶ Understanding composition and how to read and analyse photographic images

Students will then have the opportunity to employ all the skills and techniques that they have learnt in the first term to develop their coursework projects through the first year. They will complete two coursework projects in the second and third terms of year one.

In the second year students will complete one personal investigation coursework that is accompanied by a related study (1000 words minimum). Students will complete an externally set task the title of which is received from the exam board in February of year two. This will be developed during the term through discussion and individual Tutorials with teachers. The 15 hour practical exam will take place after Easter and during this time students will complete their final piece of work for this project.

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
Component 01 Personal Investigation Coursework (including Related Study)	60%	Coursework (Internally marked, externally moderated)	May of Year two
Component 02 Externally set task	40%	Externally set task (Internally marked, externally moderated)	May of Year two

What do A level Photography students go on to do?

Past students of Photography have gone on to pursue various courses and careers including:

- ▶ Fashion photography
- ▶ Theatre set design

Physical Education

Exam Board	Qualification	Specification code
OCR	A level	H555

Link to the exam board information:

<https://www.ocr.org.uk/qualifications/as-a-level-gce-physical-education-h155-h555-from-2016/>

Aims

- ▶ Studying A level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach in one sport through the non-examination assessment component, you will also develop a wide-ranging knowledge into the how and why of physical activity and sport.
- ▶ The combination of physical performance and academic challenge provides an exciting opportunity. You can perform, and then, through academic study, gain the knowledge to improve your and others' performance or coaching through the application of the theory.
- ▶ You will learn the reasons why we do things, why some people outperform others – mentally and physically. You will also delve into the ethical considerations behind the use of drugs, the influence that modern technology is having on physical activity, sport in its early days and the psychological considerations in sport.

Course content:

- ▶ 70% theory
- ▶ 30% practical (2 years of study)



22 Physical Education



Continues overleaf...

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
<ul style="list-style-type: none">• Applied Anatomy and Physiology• Exercise Physiology• Biomechanics	30% of total	2 hour written paper	June
<ul style="list-style-type: none">• Skill Acquisition• Sports Psychology	20% of total	1 hour written paper	June
<ul style="list-style-type: none">• Sport and Society• Contemporary issues in Physical Activity and Sport	20% of total	1 hour written paper	June
<ul style="list-style-type: none">• Performance or Coaching• Evaluation and Analysis of Performance for Improvement (EAPI)	30% of total	Non-exam assessment (NEA)	April/May

What do A level Physical Education students go on to do?

A level Physical Education can be used to help students gain access into university for a range of degree courses. It is however, particularly useful and appropriate for those students who intend to go on to study physical education, sports science or exercise science as well as courses linked to the human body or human behaviour.

The A level P.E. course might also be particularly beneficial for those students intending to pursue a career in Physiotherapy especially if they combine P.E. with Biology at A level. Other career paths may include P.E. teaching, health promotion, sports nutrition, personal training, sports therapy, coaching and sports psychology.



23 Physics

Physics

Exam Board	Qualification	Specification code
AQA	AS A level	7407 7408

Link to the exam board information:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408>

- ▶ **Aims**
- ▶ To explore new exciting areas such as particle physics and cosmology
- ▶ To apply mathematics to real-world problems and develop problem-solving skills
- ▶ To expand your knowledge of topics introduced at GCSE such as: forces, waves, radioactivity, electricity and magnetism

Content

The core modules covered in the A level are as follows:

- ▶ Measurements and their errors
- ▶ Particles and radiation
- ▶ Waves
- ▶ Mechanics and materials
- ▶ Electricity
- ▶ Further mechanics and thermal physics
- ▶ Fields and their consequences
- ▶ Nuclear physics

There is one option module taken in Year 13 taken from the following list:

- ▶ Astrophysics
- ▶ Medical physics
- ▶ Engineering physics
- ▶ Turning points in physics
- ▶ Electronics

We are able to offer astrophysics due to the vast resources available at RMS to teach this unit including a planetarium and an observatory. The department is happy to teach any option but be aware that this will be based on the popular vote for each set.

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
Paper 1	34%	Written examination	End of Year 2
Paper 2	34%	Written examination	End of Year 2
Paper 3	32%	Written examination	End of Year 2
Practical Endorsement	MET/NOT MET component	Students will complete 12 required practical investigations over 2 years.	Continuously throughout the year

Students will have the option of taking the AS only; this will be assessed as follows:

Unit	% of final assessment	Type of assessment	Timing of assessment
Paper 1	50%	Written examination	End of year 1
Paper 2	50%	Written examination	End of year 1

Note: Students continuing to complete the A level Physics course will not take AS examinations.

What do A level Physics students go on to do?

- ▶ Apprenticeships in a variety of fields including: nuclear and civil engineering and the motor industry
- ▶ Engineering course at university including: mechanical, civil, aeronautical, electrical and aerospace
- ▶ Study physics, astronomy, mathematics at university
- ▶ Study finance, economics or business at college or university due to good mathematical modeling skills
- ▶ Take up jobs in the UK/European Space Agency
- ▶ Undertake study or work in medical including: veterinary science, medical doctors and medical physicists
- ▶ Study architecture or graphic design
- ▶ Work within the computer game industry or film industry

Psychology

Exam Board	Qualification	Specification code
AQA	A level	7182

Link to the exam board information:

<https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/specification-at-a-glance>

Aims

- ▶ To introduce students to the fundamentals of psychology giving them a broad understanding of the subject to enable them to study the behaviour of humans and other animals.
- ▶ By providing students with the opportunity to view human behaviour from different perspectives and apply their knowledge and understanding to real life situations, to equip them with many tools to enhance their interaction with people in all areas of life.
- ▶ Through the study of scientific process and research methods, to enable students to develop critical analysis, independent thinking and research skills.

Content

The first year provides the foundations of some of the core areas of psychology, while the second year has a greater emphasis on the investigative method and the development of the various overarching issues and debates such as nature/nurture, ethical issues and determinism. Specific options studied include gender, stress and addiction as examples of behaviours that have vital relevance to young people today.

Paper 1 – Introductory Topics

- ▶ Social influence, Memory, Attachment, Psychopathology

Paper 2 – Psychology in Context

- ▶ Approaches (Learning, Cognitive, Biological, Psychodynamic, Humanistic), Biopsychology, Research Methods - extending the knowledge of the investigative process to include the application of inferential statistics and designing a brief investigation.

Paper 3 – Issues and Options

- ▶ Issues and Debates in psychology, Gender or Relationships, Stress, Addiction or Forensics or Aggression.



24 Psychology

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
Paper 1 - Introductory Topics	33.3%	Written examination	End of Year 2
Paper 2 - Psychology in Context	33.3%	Written examination	End of Year 2
Paper 3 - Issues and Options	33.3%	Written examination	End of Year 2

What do A level Psychology students go on to do?

- ▶ Significant numbers of our students go on to study psychology at university (34% in 2021) which provides the potential to study further for careers in clinical, educational or forensic psychology, or to move into areas such as human resources, the business world or teaching.
- ▶ Other students have gone on to study a variety of subjects such as Criminology, Pharmacy, Law, Teaching, Medicine, Biology, International relations, Geography, Business/Marketing.



25 Religious Studies

Religious Studies

Exam Board	Qualification	Specification code
OCR	A level	H573

Link to the exam board information :

<https://www.ocr.org.uk/qualifications/by-subject/religious-studies/>

Aims

- ▶ To develop an interest in a rigorous study of religion and belief and relate it to the wider world
- ▶ To develop knowledge and understanding of philosophical, theological and ethical ideas
- ▶ To develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- ▶ To adopt an enquiring, critical and reflective approach to the study of philosophy, religion and ethics
- ▶ To reflect on and develop personal values, opinions and attitudes in the light of academic study
- ▶ To engage with philosophical ideas and arguments and develop analysis and evaluative skills
- ▶ To engage with major issues relevant to students today and to acquire knowledge and a critical understanding of these

Content

Studying Religious Studies at A level encourages you to think about religion, the behaviour of people and to look beyond your own experiences in considering ultimate questions. Topics covered range from Ancient Greek Philosophy to Business Ethics, from Gender in Society and Religion to the existence of a Conscience and much in between. You will develop analytical and evaluative skills. You will learn to create reasoned arguments and to identify strengths and weaknesses in ideas and arguments put forward by philosophers and key thinkers.

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
Philosophy of Religion	33.3%	Examination	End of Year 2
Religious Ethics	33.3%	Examination	End of Year 2
Developments in Christian Thought	33.3%	Examination	End of Year 2

What do A level Religious Studies students go on to do?

- ▶ The skills developed in this course are of great use to university courses in any discipline.
- ▶ The Russell Group of top universities has made it clear that Religious Studies A level provides 'suitable preparation for university generally'.
- ▶ Many of our A level students have gone on to study Philosophy or Theology at university, often alongside another subject.
- ▶ Being able to see different points of view, the strengths and weaknesses of arguments and analysing ideas are all skills which assist in the work place as well as university education.





Sociology

Exam Board	Qualification	Specification code
AQA	A level	7192

Link to the exam board information:

<https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/specification-at-a-glance>

Aims

- ▶ To understand why people behave the way they do, how they make sense of the world and the sorts of influences affecting their behaviour
- ▶ To understand the complexity of social problems
- ▶ To develop critical analytical skills and the ability to write well

Content

Students study six topics over the two years:

1. Families and Households
 - ▶ Theories of the family, its role and structure in contemporary society
 - ▶ Childhood
 - ▶ Gender roles
 - ▶ Negative aspects, such as domestic violence and child abuse
2. Education
 - ▶ The role of education in society
 - ▶ How social class, gender and ethnicity may affect educational achievement
 - ▶ Whether teachers' expectations of students influence their achievement
3. Research Methods
 - ▶ The different ways in which researchers carry out research
 - ▶ The practical, ethical and theoretical problems that might arise
4. Beliefs in Society
 - ▶ Religious trends - is religion declining or not?
 - ▶ Religious fundamentalism
 - ▶ Why people are attracted to different religions or new religious movements such as cults and sects
 - ▶ The influence of social class, gender, ethnicity and age on religiosity

5. Crime and Deviance

- ▶ Why people commit crimes
- ▶ The influence of class, gender and ethnicity on crime
- ▶ Policing, prisons and the operation of the criminal justice system
- ▶ Media and crime
- ▶ Different types of crimes, such as cyber-crime, global crime, state crimes and corporate crimes

6. Sociological Theory

- ▶ Different explanations for why people behave the way they do

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
1. Education with Theory and Methods	33.3%	Written examination	Summer Year 2
2. Topics in Sociology: Family, Religion	33.3%	Written examination	Summer Year 2
3. Crime with Theory and Methods	33.3%	Written examination	Summer Year 2

What do A level Sociology students go on to do?

Sociology is useful for careers in journalism, criminology, government, social policy, or any area involving an understanding of people.

27 Textiles



Textiles

Exam Board	Qualification	Specification code
AQA	A level	7204

Link to the exam board information:

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-SP-2015.PDF>

Aims

- ▶ To develop students' practical, technical and expressive skills together with their intellectual, imaginative and intuitive powers
- ▶ To improve students' aesthetic understanding, critical judgement and contextual knowledge. Observing the world beyond their own lives
- ▶ To build confidence and develop individually as a creative practitioner

Content

The two-year Textiles course is made up three main components that enable students to spend time developing their skills and make the necessary progress from GCSE to the standard required at A level.

Skills Based Project

- ▶ 60% of A level (September– February Year 12)

Students will follow a structured programme of teaching that explores a range of practical skills and ways to document and record their own ideas within a selected theme. During this time students will gain a greater appreciation for the work of other artists and designers, finding inspiration for their own development.

Component 1: Personal Investigation

- ▶ 60% of A level (February– January Year 12 - 13)

The personal investigation is a practical investigation into an idea, issue, concept or theme chosen by the student. This is presented as a portfolio of practical work which is supported by a written element of 1000-3000 words.

Component 2: Externally Set Assignment

- ▶ 40% of A level (February – May Year 13)

The question paper is set by the examination board and consists of eight starting points, from which students select one to inspire a portfolio of work.

Assessment

Unit	% of final assessment	Type of assessment	Timing of assessment
Component 1: Personal Investigation	60% Marked out of 96	Internal assessment of a portfolio of work produced over several months. Externally moderated by a visiting examiner.	May and June
Component 2: Externally Set Assignment	40% Marked out of 96	A project of preparatory work followed by a 15-hour practical timed examination	May and June

What do A level Textiles students go on to do?

- ▶ There are many careers which use Textiles, Surface Design and Fashion Design. Most require you to continue your studies in further education at University or Art College. In preparation for the next step, we provide support to students as they prepare their portfolios and advise them on interview questions and techniques. Progressing from Textiles A level, past students have gone on to study Fashion Design, Textiles Design, Fashion Marketing and History of Art. We are proud to have had many of our students gain places on undergraduate courses direct from Sixth Form at a range of prestigious universities including Edinburgh, Leeds, Loughborough, Nottingham Trent and University of the Arts, Farnham.
- ▶ An A level in Textiles does not necessarily have to lead to a career within the creative industry. Success within the subject, the ability to think critically and creatively are seen to be favourable skills by many universities. Students in the past have gone on to study English Literature, Anthropology, Architecture, History of Art and Automotive Design at universities such as Exeter, Bristol and Southampton.



Subject Guidance from Universities

The following pages provide a general guide to subjects needed for certain degree courses at universities and colleges of higher education. The information in the tables are a guide and not comprehensive; nor should the information be interpreted too literally. These are guidelines.

Degree Courses accepting Arts and Humanities subjects

Subjects	Subjects required at Sixth Form level
American Studies	Some preference/occasional requirement for English or History
Archaeology	Most subjects acceptable but there is a preference for humanities
English	English required; foreign language useful
Fine Art (also other art courses)	Art degree courses require A level Art and often require a portfolio and hold interviews
History	History preferred or required by most establishments. English and foreign languages can be useful
Foreign Languages	An A level in the main language to be studied is normally required for most European languages, particularly French and German. Two A level languages would in most cases be an advantage. 'Unusual' languages e.g. Arabic and Chinese can be learnt from scratch
Music	Music required by most. A high standard of performance (Grade VII) usually required. A second instrument may also be preferred.
Politics	Most subjects acceptable; History, Economics, Mathematics, Foreign Languages, English and Geography can be useful.
Theology	Religious Studies not essential; Modern Languages, English and History can all be useful

Degree Courses accepting Science subjects

Subjects	Subjects required at Sixth Form
Agriculture (and Horticulture/Forestry)	Chemistry is essential and preferably two from sciences/Economics/Geography/Mathematics/Psychology
Bacteriology, Microbiology, Biochemistry	As for Agriculture
Biology/botany/zoology/ecology etc.	Chemistry and biology almost essential
Building	At least one of Mathematics and Physics – preferably both
Chemical Engineering	Preferably Chemistry, Mathematics and Physics. Definitely two of these
Chemistry (and Polymer Science)	Chemistry and at least one from Mathematics, Physics, Biology (Strong Mathematics GCSE if not taken at A level)
Computer Science	Mathematics required/preferred at many places. Many courses accept a mixture of arts and sciences. Computing not essential
Dentistry	Chemistry and one from Physics, Biology or Mathematics
Engineering	Mathematics and Physics essential. Design and Technology could be useful
Food Science, Nutrition, Dietetics	Chemistry almost essential with at least one other science A level. Some accept Psychology, Geography, Economics
Geology (and Environmental Science)	A combination of sciences is required and Geography is also useful
Mathematics and Statistics	One or sometimes two Mathematics subjects essential. Further Mathematics required at top universities
Medicine	Chemistry essential and two from Physics, Biology and Mathematics
Metallurgy (and Materials Science)	Physics and Chemistry are most preferred. Mathematics is sometimes needed or taken instead of the other sciences
Nursing	Sciences, particularly Chemistry and Biology are often preferred or required
Ophthalmic Optics	Minimum of two sciences – Physics useful
Pharmacy/Pharmacology	Chemistry essential and two out of Physics, Mathematics and Biology
Physics	Physics and Mathematics essential
Veterinary Science	Chemistry, Biology and Physics almost essential. Mathematics acceptable at one or two universities instead of Biology/Physics

Degree Courses accepting Art and Science Subjects

For these courses, a range of subjects is acceptable unless stated otherwise

Subjects	Subjects required at Sixth Form
Accountancy	Mathematics required/preferred by a few places. Business and Economics are useful
Architecture	Mathematics usually required, Physics preferred by most; many universities require Art as well. Most require a portfolio of artwork and require you to attend and interview. Geography, English, history, Design and Technology could also be useful
Economics	Mathematics usually required. Further Mathematics desired for most competitive universities. History useful for some courses. A level Economics not always required but is useful
Education	An A level in the specialist subject of study is normally required.
Geography	Geography required at most places although some only prefer it or will accept students without it. Geology, Biology, History, Languages, Mathematics, Physics, Chemistry and Economics can all be useful.
Hotel/Catering Management/Operations	A variety of subjects can be useful including some sciences, Economics and Business
Law	Useful subjects include essay-based subject. One facilitating subject is usually required
Librarian/Information Services	Sciences and arts are equally acceptable with a science more useful for Information Science.
Philosophy	Arts and sciences equally acceptable. Mathematics, RS and Philosophy useful
Psychology	Some places require sciences, Mathematics. Statistics is useful. Other places are more flexible
Sociology (including Applied Sociology, Social Administration and Social Work)	Sociology, Psychology and Geography are useful



RMS FOR GIRLS

admissions@rmsforgirls.com

www.rmsforgirls.com

[@RMSforGirls](https://www.instagram.com/RMSforGirls)

The Royal Masonic School for Girls
Rickmansworth, Hertfordshire, WD3 4HF

01923 725354