



The Royal School

High Achievers ■ Confident Learners

Sixth Form

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RSF delivers a first class education in a vibrant and caring environment. Our students become confident, successful and compassionate young people with qualities and qualifications that enable them to excel in their adult lives.

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Welcome from The Head

Sixth Form is that wonderful stepping stone between school and university or whatever path you choose to take in further education.

It is a time of academic challenge, a time full of leadership opportunities and a time to ensure the skills are in place to make you future ready for this rapidly changing world.

Sixth Form feels different. Wearing your own clothes, specialising in the subjects you most enjoy and experiencing deeper discussion with peers and teachers as you grapple with increasingly complex ideas are at the heart of the experience. At The Royal School Sixth Form, you can look forward to excellent teaching, first rate pastoral care, outstanding careers advice and university and apprenticeship guidance from specialists who know the systems and procedures perfectly. There will also be new opportunities for travel (Covid allowing), culture, sport, music, art and to learn life skills supported by our Enrichment Programme and our Royal Lecture Series which attracts high profile speakers from the world of law and politics, science, the Armed Forces, industry and the arts. Most importantly, you will be the leaders, the role models for the generation of students coming through

behind you, the ones that they look up to, the ones who set the standard. Your confidence will grow as you take up positions of responsibility and you will leave ready to take the next step.

Our A Level results speak for themselves. Year on year, our pupils achieve excellent results and go on to prestigious universities. The range of courses our pupils decide to do reflects our ethos of valuing the individual. We do not have a “type”; we are proud of the diverse range of interests and talents we nurture in our pupils at The Royal. So whether you want to read Zoology, Law or go to a Dance Conservatoire, we will guide you, support you and challenge you to achieve your best.

I look forward to meeting you and welcoming you to our Sixth Form.

Mrs Pippa Smithson, BA, PGCE, MEd





Welcome from The Head of Sixth Form

The Royal Sixth Form is the best possible place for you to evolve from school child to young adult and prepare you for all that your future will hold.

We know how exciting it is to be finally leaving the constraints of school and being able to focus on what you love doing the most. At The Royal Sixth Form (RSF), we have an exemplary track-record for supporting our students in whichever direction their passions and dedication may take them and helping them develop their academic skills. We strive for our A-level students to be the best learners they can be and this is all underpinned through our excellent pastoral care which ensures that every student has the opportunity to grow and develop to be ready for their individual next steps.

Adapting from Year 11 to Year 12 is an exciting and challenging transformative stage of education. The RSF has expert post-16 teachers and personal tutors who work with their students to ensure education is personalised for them. This includes subject enrichment opportunities and EPQs as well as every lesson being tailored to suit every learner. Research highlights that our exceptional teaching has ensured that dedicated students have outperformed statistical predictions. Experience and expertise, coupled with our small classes creates the perfect environment for pupils' to learn, develop and find their individual flair.

The out of classroom opportunities at RSF are exceptional. We develop our provision to suit students' enthusiasm and help develop young learners who are truly future ready. We encourage initiatives so that each student can explore their ideas in a climate where effort is rewarded, creativity and tenacity are developed and resilience is instilled. This safe environment encourages students to challenge themselves and take risks, resulting in ambitious aspirations being fulfilled and empowered young adults emerging. Whether it is in creative arts, sport, STEM, entrepreneurship, IT or finance skills, there is an opportunity available. Our bespoke Future Ready enrichment programme also guides our A-level students

into the adult world beyond Sixth Form. Owing to our connections with The Royal Senior and Prep Schools, RSF students have the opportunity to make welcome charitable and community contributions and become role models to our younger pupils. Our reputation in the local community also gives our pupils open doors to truly make a difference outside the school.

Owing to the variety of choice, yet closeness of community, we have found that our co-curricular programme not only gives students constructive ways to spend their out of study times, but also gives them valuable discussion points for interviews and personal statements. Coupled with leadership opportunities such as Head of House and Head of School positions, students can build on their aspirations and develop a crucial understanding of the balance between empowerment and responsibility.

The Royal Sixth Form gives students the best of all worlds: the traditional support of a school, alongside the freedom to follow your own path. The RSF team look forward to building a partnership with you so that your Sixth Form experience ensures you begin building your future, your way and be ready for the future.

Ms Charlotte Lilley



2022 A Level Results and University Destinations

As a proudly mixed ability school, The Royal is academically ambitious for all its pupils and 2022 was consistent with our usual excellent academic record with many students receiving top marks.

Catering for the individual is at the heart of the school. This is clear in the array of courses pupils are going on to. 85% of students achieved their choice of university. The Royal School has maintained its track record of entry into Russell Group Universities. The courses range from traditional degrees such as English and History to highly

specialist degrees like Civil Engineering and Biomedical Science to vocational degrees including Software Engineering and Physical Education and Sports Coaching.

These results reinforce The Royal School's reputation for strong academic progress, a robust value-added education and high individual achievement.



2022 University Destinations

(RG denotes Russell Group)

Bath, University of
Bath Spa University
Birkbeck, University of London
Birmingham, University of (RG)
Bristol, University of (RG)
Cardiff, University of (RG)
Chichester, University of
Exeter, University of (RG)
Kent, University of
Leicester, University of
Nottingham, University of
Nottingham Trent University
Oxford Brookes University
Plymouth, University of
York, University of (RG)

2022 University Courses

Accounting and Finance
Biomedical Science
Business Management and Marketing
Business and Management (Entrepreneurship) - Professional Placement Year
Civil Engineering
English
Events Management
History
International Business
Media, Journalism and Publishing
Medical Sciences
Sport and Exercise Science
Physical Education and Sports Coaching
Politics and International Relations
Psychology
Software Engineering (with a Year in Industry)
Sport and Exercise Science



Why choose The Royal Sixth Form?

The Royal Sixth Form (RSF) offers so many ways to invest in your future.

The RSF's traditional school background has evolved into an experience which keeps the academic and pastoral support in place but allows the students independence to explore and grow freely to extend themselves, to meet challenges both within and outside of academic study.

Every day in RSF offers students the opportunity to evidence the inner drive and character to succeed personally and professionally. In today's climate, the so called 'soft skills' are needed more than ever and The Royal Sixth Form gives students the chance to build these in the following areas:

Team Building & Leadership Skills Residential

At the beginning of the academic year, the whole of the Sixth Form enjoys a trip away that encourages collaboration, communication and cognition through both physical and conceptual challenges. The trip combines activities such as kayaking, orienteering, code breaking, raft building, personality profiling, critical thinking and presentation skills. The bonds made on this trip can help secure friendships and support groups for students throughout their Sixth Form career. After the experiences of the trip, students return energised and inspired, ready to commence their academic challenges.

The Future Ready Programme

The new tailor-made Future Ready programme offers RSF students the time to invest in their future selves, by focussing on skills, reflection, tenacity and all areas which encourage them to make considered, positive steps towards their own futures. The programme has a unique curriculum led by experts from the school, to ensure Royal Sixth Formers leave having gained from the depth and breadth of experience offered outside the classroom, to support them practically and emotionally.

The Royal Lecture Series

An annual programme of talks given by high profile industry leaders from a wide range of disciplines. The lecture series' offer students the opportunity to see excellence in action. It shows them what dedication to a passion can achieve. It is inspiring and informative to all who attend and adds to not only the growth of knowledge in a particular sphere, but understanding of what makes success happen - establishing the importance of the partnership between devotion and commitment. Recent speakers have included lectures from Commander Marriott - Captain of HMS Diamond, The Right Honourable Sir Roderic Lyne KBE CMG - former British Ambassador in Moscow and Private Secretary to former Prime Minister, John Major and Professor Jon Garland - Head of Department of Sociology at the University of Surrey, and a trustee of StopHateUK.





Sport

Keep playing the sports you enjoy.

Whether you're playing for fun and fitness or aiming to compete at the highest level, we offer you a wide range of high-quality sporting opportunities. Importantly, you don't have to be studying a sports-related course to take part in our sporting provision.

The Royal Sixth Form has strong connections with several professional sports bodies including, Chelsea FC Foundation, Surrey Storm Netball and the Independent Schools Football Association. We support a number of students who compete at national and international level and expect all Sixth Formers to engage in a chosen sport at least once a week for their health and wellbeing.

RSF accommodates high level sports scholars through a bespoke programme created in consultation with parents and students. This ensures maximum opportunities for exceptional sports people to complement excellence in their academic subjects.

The Duke of Edinburgh Award

The Duke of Edinburgh's (DofE) Award programme at the Royal Sixth Form is offered to all of our students. The DofE programme takes between one and four years to complete and they must be completed by the time you turn 25. With assistance from teacher and external providers, participants select and set objectives in each of the following areas:

- Volunteering – undertaking service to individuals or the community
- Physical – improving in an area of sport, dance or fitness activities
- Skills – developing practical and social skills and personal interests
- Expedition – planning, training for and completion of an adventurous journey in the UK or abroad

Participants are required to show regular activity and commitment to the award for the duration of their DofE programme, which is usually at least one hour per week.

Global Challenges

Every two or three years, The Royal embarks on a four week overseas expedition. This normally includes a trek, working closely with local residents on a major community project, collaborating with other schools and absorbing different cultures. One of the aims of the expedition is for students to gain project management experience. This includes planning, leadership and fundraising. This opportunity gives students the chance to know the steps they need to take to achieve an ambitious goal as well as encouraging an understanding of different cultures and ways of life. This is truly an holistic programme as highly practical, reflective and empathetic skills grow.

Curriculum and Social Trips

A Level teachers carefully select academic enrichment and social trips to help students to gain the most from out of classroom opportunities. To ensure a balance of practical and cerebral development takes the place, amongst others, the following trips regularly feature on the 'line up':

- Team-building and leadership skills
- Question Time
- Safe Drive Stay Alive
- UCAS Exhibitions
- Research Skills, Southampton University
- Theatre trips
- University lectures
- International trips





Pastoral Care in The Royal Sixth Form

Happiness is key to academic excellence, which is why we prioritise the well-being of our students. Proactive pastoral and academic monitoring identifies students who may find the transition from Senior School to Sixth Form challenging, as well as those who may need support further along in Year 12 or 13.

RSF tutors are an experienced team who work together to offer in-depth support, advice and encouragement. Through Year 12 and 13 collaborative activities, students are encouraged to work together as a cohesive Sixth Form body. This positive and co-operative atmosphere is reinforced by joint extra-curricular activities, such as charity and community work.

The pastoral care for every Sixth Former offers personalised advice both for students' academic and pastoral growth. The Tutors adopt a holistic approach to ensure each student's all-round progress. Both in-house and external talks focus on handling the pressures surrounding drugs, alcohol and screen dependency. A very successful Safe Drive Stay Alive programme, as well as discussion groups that focus on managing money at

university, provides students with the chance to focus on issues acutely related to their stage of growth. For each student to maximise their opportunities, we expect RSF students to participate in physical exercise and pursue the wide range of co-curricular interests made available to them.

We recognise our duty to ensure that every young person in our care receives differentiated care. Students who need extra support are quickly identified by our pastoral team and all staff members take responsibility for the well-being of every student. For more specific needs, Form Tutors, the Head of Sixth Form, Deputy Head Pastoral, Medical Team and the School Counsellor can work together to help sustain students' happiness and progress.





QEII: The Boarding House

Our QEII boarding house has a large comfortable common room, kitchens and spacious gym, with a Sixth Form café/common room next door.

Our personal, quiet study bedrooms provide an excellent platform for quality study.

Boarders can use the space provided in the reading room or the common room for collaborative study. From 19:00-20:00 they also have access to the gym facilities.

Year 12 students may, with agreement from their parents and in consultation with the Sixth Form pastoral team,

leave School early on one day per week if they have study periods in the afternoon. They may also arrive later if they have study periods in the morning; in addition, Year 13 students may request two time slots away from the school site and may also request permission to travel into Haslemere at lunchtime returning to School in time for afternoon registration.





RSF Future Ready Programme

As the last couple of years has shown us all, challenge and change can be just around the corner. It is also becoming increasingly obvious that the future is changing rapidly so educators must prepare students for a future career which might not even exist yet.

With this in mind, The Future Ready Programme at RSF, is an opportunity to further prepare Sixth Form leavers for their next steps in whichever direction their future takes them.

The bespoke student-focused programme thoroughly furnishes Sixth Formers with the preparation needed to help them leave The Royal equipped for their next challenges.

Time has been scheduled for each student to truly embrace a Growth Mindset. This means moving away from 'I can't do it' to 'I can't do it ...yet'.

The programme thus offers students the time to focus on not 'what to think' but 'how to think'. It focuses on executive functions and core values to allow RSF graduates to be able to navigate uncertainty and change with greater confidence. Students hone their output and effort, including knowing precise direction for their focus for maximum benefit and progress. This will lead to student understanding that their approach to challenge is the key to overcoming all difficulties both professionally and for their holistic wellbeing.

Therefore, alongside the focused academic rigour offered in every lesson, the Royal Sixth Formers will be given time to develop in three main areas; to ensure they are:

- Practically Ready
- Academically Ready
- Emotionally Ready

for whatever direction they choose to follow and, equally importantly, to be able to face unexpected challenges confidently and with clarity.





The programme in the Sixth Form has the all encompassing title of 'My role in My future' and will enable students to gain experiences in:

- money management
- project management and events planning
- how to take care of oneself in the home
- metacognition
- the psychology of learning
- practical approaches to improve wellbeing
- being members of a global community
- sustainability
- evolving technology as a resource
- bespoke careers advice and lecture series

Owing to RSF being the most senior students in an all-through school, outreach for Sixth Formers is made very accessible. This practical assistance helps them to evidence their professional development ready for employment or university applications.

There really is no better way to invest in a future than by making time to consider how to evaluate opportunities as they unfold. The Future Ready programme helps students focus on what they truly value. Taking this time is preparation for an uncertain future as it will instil confidence and conviction for each decision made even when all else may feel uncertain.

Through the well-researched and holistic Future Ready curriculum, the programme equips its graduates as reflective, tenacious, collaborative, adaptable and creative young adults – ready to meet their aspirations and challenges with great success.

The Extended Project Qualification (EPQ)

The EPQ is a research-based qualification on which students largely work independently with the support of an Experienced Project Supervisor who will offer guidance and advice throughout the process.

At The RSF we have an outstanding record of EPQ successes. Students can choose a topic which interests them and have included in the past:

- World Oil Price changes and their impacts on economies of different countries
- The economic debate whether to build a new runway at Gatwick or Heathrow
- Cheetah vs Horse
- Evolution of prosthetics
- Nutrition on a student budget
- Fermat's last theorem
- The World's Banking system
- Espionage in WW2
- Jack the Ripper
- Efficiency of solar power for charging batteries
- How economic downturns have changed the shopping habits in England
- Do we learn more from conflict than peace in 20th century Europe?
- Producing a radio drama series
- Weather reports on Twitter compared with actual weather – comparing perceptions/data

Alongside showing an active interest in a subject, the EPQ offers the opportunity for each student to research and draft a specific title and detail their project's aims. They then must design and plan a process that will achieve these aims. The EPQ is a self-motivated project that equates to half an A Level and attracts UCAS points (A*=70). Leading Russell Group universities are unanimous in their support of the EPQ and encourage students to discuss their projects in personal statements where they can be used as part of the rationale for making offers.

There is no restriction on the topic chosen or on the mode of final presentation. It can be a Dissertation, Investigation/Field Study, Performance or Artefact. It is completed in two terms.

The EPQ requires self-discipline and independent research on a topic of the students' own choice, given the student the opportunity to show, develop and prove an interest in something about which they can become the experts.

The EPQ process involves several skills lessons, where you learn different ways to carry out research, record findings, and how to move to the next stage of the project.





The course aims for students to:

- Understand and use research skills
- Choose the topic for the project and design the structure
- Develop and improve as independent learners
- Develop and apply decision making and problem solving skills
- Extend planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- Develop as confident e-learners and apply new technologies in their studies
- Develop and apply skills creatively demonstrating initiative and enterprise.
- Use their learning experiences to support their personal aspirations for further study and career development

Whatever the delivery method, the project must include a written component and a completed Project Progression Record. Other assessment evidence can also be included, e.g. evidence related to a diary or IT logging system, a presentation, an experiment. As a guide, the dissertation should be approximately 5,000 words. For all other outcomes the written component should be approximately 1,000 to 1,500 words.

The topic of the project should be chosen by the learner and negotiated and agreed formally with the supervisor. It should reflect the learner's interests and has no need to be connected in any way with the academic subjects chosen for A Level.



UCAS and Careers Guidance

Careers advice and guidance is integral to both the academic and pastoral guidance offered during each student's time in the Sixth Form. Whatever you want to be, wherever you want to go, our aim is to support you and ensure that your decisions and choices are right for you. We have a qualified and experienced Careers Adviser who works closely with all students to help identify and implement career plans. Individual careers guidance is available at any time, in addition to the structured programme of support.

Preparation and guidance for Higher Education includes a visit to a UCAS convention, the "Centigrade" programme, a focused UCAS Day in the Lower Sixth, advice for UCAS Applications and writing a Personal Statement as well as talks and advice on student finance, responding to university offers, gap year planning and work experience.

The vast majority of Royal Sixth Formers go onto Higher Education and considerable care is given to making students aware of the many options available. More recently, our students have considered and been accepted on Degree Apprenticeship programmes. If students decide to defer their place or take a gap year, we will discuss with

them the best way to make that a positive year to gain further experience as well as continue to support them as they make their choices.

Our series of Careers Talks with external speakers gives insights into a wide variety of careers, graduate training schemes and up-to-date trends in the world of work. Many past students and past and current parents of Royal School students contribute to this programme as do universities and professional organisations.



Early Applications

Every application to a Higher Education institution shows aspirations and tenacity for which every student should be proud. Some courses and institutions, owing to intense competition, require applications to be made earlier. These include: Oxford and Cambridge, Medicine, Veterinary Medicine, Dentistry and some performing arts conservatoires.

Students who hope to apply for these highly ambitious places often need to demonstrate superior intellectual curiosity and to take the initiative in going beyond the demands of A Level courses. As well as advice given on the necessity and quality of work experience, specialist preparation is given to students, such as working with subject experts on a personalised academic extension programme, visits to individual college open days and support from former pupils, parents and staff who are Oxbridge graduates.

The most important criteria for early entry courses are high examination scores and/or a high level of vocational

skill and talent for a Conservatoire, a demonstrable ability and interest in a chosen field of study, a robust personality and work ethic to cope with the demands of the course and concomitant intellectual engagement.

To be considered for this programme, students are expected to have an average GCSE score of 7.5 and should let their Form Tutor, the Head of Sixth Form or Careers Adviser know as soon as possible. This will enable staff to issue advice and allow students to make the most of the opportunities available.



Leadership Opportunities

Officers

RSF is an excellent place for students to develop leadership skills. The link to the Senior and Prep schools allows an aspirational Sixth Former the opportunity to hone competence in a safe and supportive environment. Whether a student relishes the challenge of leading large groups and loves public speaking, or has a curiosity regarding management techniques, yet is unsure of their own capabilities, the role of an RSF Officer allows them mentorship by teachers and peers to grow and develop in these areas.

Officers will receive guidance on how to be excellent role models both within a school as well as in preparation for the workplace. Students also gain industry experience by working directly with the school bursar, marketing and administrative staff to learn how to effectively run events, write articles and project manage to a professional standard. Officers thoroughly enjoy being the leaders of the whole school and learn to actively participate in the development of team spirit as well as upholding the traditions and values in which they represent and believe.

Academic and Peer Mentoring Programme

The new mentoring programme has been initiated by the current student leadership team and they have used been resourceful and creative to pioneer an empathetic and well-structured programme. The mentoring programme helps Sixth Formers learn effective listening and solutions providing approaches. Seeing Sixth Formers and year 7 students come to teachers having worked together to solve a problem or create an idea highlights the value mentoring has both for the younger students, as they gain an approachable role model, and the older student as they have enhanced the school experience for someone through their encouragement and leadership. Opportunities can also arise where if the academic and pastoral staff believe it would mutually benefit all parties, Sixth Formers may be asked to mentor pupils lower down the school in their studies, such as exam skills, revision techniques or explanation of a complicated point of theory.

All leadership opportunities offer RSF students easily accessible opportunities to add community contributions to their Personal Statements, as well as experience being looked up to as an expert in areas where they feel comfortable. A great way to learn Future Ready skills in a supportive environment.







A Level Course Information

Pupils usually select 3 subjects and study for the EPQ, though they may choose to start on 4 subjects if the timetable allows.

Subjects will only run if there is sufficient demand in the view of the Head.

BIOLOGY AQA

Are you fascinated by the lives of living organisms and how your body works? Are you interested in the developments in 'new' biology topics, such as genetic engineering? Are you considering a career in a health-related profession, biotechnology or ecology and the environment? Or do you want to use biology to support other qualifications such as geography, sport or other sciences?

Almost on a daily basis, the media presents items that relate to biological phenomena. For example, the ethical issues involved in stem cell technology; that genetic engineering will solve our food problems and cure disease and that climate change is due to human impact.

As a consequence, it has never been more important that we develop an awareness of basic biological principles so that we can make sense of new developments presented by the media and understand how scientists interact with each other, and with society at large, in making use of new discoveries.

The practical aspects of the course are at the heart of the study of Biology and there are numerous opportunities to use practical experiences to link theory with reality.

The course aims to:

- Enable you to develop greater understanding of biological facts with an appreciation of their significance in new and changing situations
- Develop greater expertise in practical work
- Continue to enjoy an interest in the study of living organisms
- Recognise the responsible use of biology in society
- Develop an awareness of the role of biology in the changing world.

Course Structure and Content

Topic 1: Biological molecules

Topic 2: Cells

Topic 3: Organisms exchanging substances

Topic 4: Genetic information, variation and relationships

Topic 5: Energy transfers in & between organisms

Topic 6: Organisms respond to changes in environments

Topic 7: Genetics, populations, evolution and ecosystems

Topic 8: The control of gene expression

Scheme of Assessment

A Level course

Paper 1:

Students will be assessed by a 2 hour written exam on topics 1-4, including relevant practical skills. A mixture of short, long and extended response questions. Weighting 35%.

Paper 2:

Students will be assessed by a 2 hour written exam on topics 5-8, including relevant practical skills. A mixture of short, long and comprehension questions. Weighting 35%.

Paper 3:

Students will be assessed by a 2 hour written exam on topics 1-8, including relevant practical skills. There will be a combination of structured questions, including practical techniques and analytical questions of experimental data. There will also be one essay from a choice of two titles. Weighting 30%.

In addition, A Level students will be assessed on their practical skills over the two years and given either a Pass or Unclassified comment.

Entry Requirements

Before embarking upon A Level Biology you should have achieved grades 9-7 in GCSE Science and Additional Science or in Biology.

The Future

The study of Biology at a higher level can lead to a wide range of careers including medicine and related studies, food science, agriculture, marine biology, pathology and forensic science and of course biotechnology and genetic engineering. Biology combines successfully with a wide range of other subjects leading to less obvious career paths e.g. anthropology, scientific publishing and medical illustration.

BUSINESS AQA

Business will appeal to you if you are entrepreneurial and would like to run your own company in later life. Alternatively, it will equip you with the skills to work within any organisation, teaching you the fundamental concepts of modern business practice.

Perhaps you enjoy studying a subject that affects your own everyday life, or you might simply want to keep your options open. Business can be combined with a wide range of other subjects.

Discussion and news reading are essential, and are integral to our approach, as is watching business based programs like Dragons Den and the Apprentice. Every effort is made to ensure pupils know what is happening in the business world.

The course aims to:

- Develop your critical understanding of organisations, the markets they serve and the process of adding value. This should involve consideration of the internal workings and management of organisations and, in particular, the process of decision-making in a dynamic external environment.
- Ensure you are aware that business behaviour can be studied from the perspectives of a range of stakeholders including customers, managers, creditors, owners/shareholders and employees. In addition, candidates should be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity. Candidates should understand that Business draws on a variety of disciplines and that these perspectives and disciplines are inter-related.
- Help you to acquire a range of skills, including decision-making and problem-solving in the light of evaluation and, where appropriate, the quantification and management of information.
- Highlight the current structure of business and business practice, as reflected in events and issues affecting organisations in different sectors and environments, recognising that they face varying degrees of competition. These organisations include: large and small; manufacturing and service; local, regional, national and multinational; profit-making and non-profit making.

Course Structure

Year 1:

The course includes topics such as understanding the nature and purpose of business; management, leadership and decision making; marketing and promotion; operational management; financial performance of business; human resources.

Year 2:

The A Level incorporates the same topics as Year 1, plus four additional topics - analysing the strategic position of a business; choosing strategic direction; strategic methods: how to pursue strategies; managing strategic change.

Scheme of Assessment

Three two hour written exams at the end of the course including multiple choice questions, short answer and essay questions, data response questions and a case study. Weighting for each: 33.3%

Entry Requirements

Pupils ideally should have a grade 6 in English and Maths, an interest in the world around them and a desire to learn how business operates.

The Future

Pupils who study Business have access to a wide range of possible careers and higher education opportunities. The course combines well with a range of social science and humanities subjects and IT courses.

CHEMISTRY AQA

This subject is for those who have an interest in the theory and applications of chemical processes and who may wish to consider a career in medicine, veterinary science, pharmaceuticals or chemical engineering.

The course aims to:

- Develop and use practical techniques to investigate chemistry
- Observe and use trends in the behaviour of substances
- Solve chemical problems using mathematical techniques
- Study chemical problems using appropriate concepts
- Study the applications and environmental and social aspects of chemistry

Course Structure and Content

The Lower Sixth year includes study of the following topics:

- Physical Chemistry: Atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and redox reactions
- Inorganic Chemistry: Periodicity, alkaline earth metals and halogens
- Organic Chemistry: Nomenclature and isomerism, alkanes, halogenoalkanes, alkenes, alcohols and organic analysis
- Assessment of practical skills
- Laboratory chemistry and investigative skills

The Upper Sixth year includes study of the following topics:

- Physical Chemistry: Thermodynamics, rate equations, equilibrium constants, electrochemical cells, acids and bases
- Inorganic Chemistry: Further periodicity, transition metals and reactions of ions in aqueous solutions
- Organic Chemistry: Further isomerism, carbonyl compounds, aromatic compounds, amines, amino acids and proteins, polymers, organic synthesis, NMR and chromatography
- Assessment of practical skills
- Laboratory chemistry and investigative skills

Scheme of Assessment

You will be examined on your ability to:

- Recall and explain concepts
- Apply concepts to theoretical, laboratory and commercial situations
- Quantitatively analyse chemical processes
- Understand and use laboratory techniques

A Level course:

Paper 1:

Assessment is by a 2 hour written exam.
Weighting: 35%

Paper 2:

Assessment is by a 2 hour written exam.
Weighting: 35%

Paper 3:

Assessment is by a 2 hour written exam.
Weighting: 30%

In addition, A Level students will be assessed on their practical skills over the two years and given either a Pass or Unclassified comment.

Entry Requirements

A prime requirement is an interest in the subject and how it might play a part in your prospective career. Before embarking upon AS Chemistry you should have achieved 9-7 grades in GCSE Science and Additional Science or in Chemistry. Mathematical competency and successful experience in Physics would be an advantage. Chemistry is a science that rewards an enquiring mind that is prepared to work outside the classroom.

The Future

Chemistry is an extremely useful and prestigious subject adding significant value to your curriculum vitae. The reasoning skills you will acquire during this course will make you attractive to universities and future employers. It is a subject where success is a combination of natural ability, flair, consistent effort and conceptual imagination. Above all you will need a willingness to question. A Level Chemistry is a prerequisite for careers in medicine, veterinary science, advanced studies in biology and chemistry, geology, food and material sciences. It will also be useful to you if you intend to pursue a career in nursing, catering or art and design. The course can also be combined with other subjects like business studies, management and law.

COMPUTER SCIENCE OCR

Why study Computer Science?

The overall aim of the Computer Science course is to encourage candidates to develop an understanding of the principles of problem solving using computers in order to apply this understanding to develop computer-based solutions to problems. Candidates develop an understanding of systems analysis and design, development methods, testing, implementation and documentation.

Five reasons to study at The Royal School:

1. Industry experienced teaching staff
2. Innovative teaching and learning
3. Excellent links to industry
4. Dedicated course related computer rooms and systems
5. Free industry standard software for students

Course details

Candidates develop their knowledge and understanding of computer systems, the principles of computing (including programming) and how these are applied to the solution of problems. Candidates gain an understanding of systematic methods – such as the use of algorithms and test strategies, the maintenance of computer systems, and the skills associated with documenting solutions – and further develops skills associated with applying this knowledge and understanding to producing computer-based solutions to real problems.

The aim of Computer Science is to encourage candidates to develop:

- The capacity to think creatively, innovatively, analytically, logically and critically
- An understanding of the organisation of computer systems, including software, hardware, data, communications and people
- The ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems
- Skills in project and time management
- The capacity to see relationships between different aspects of the subject, and perceive their field of study in a broader perspective
- An understanding of the consequences of using computers, including social, legal, ethical and other issues
- An awareness of emerging technologies and an appreciation of their potential impact on society.

How is the course taught and assessed?

Computing Science A-level by OCR is a new course that started in 2015 with less ICT and instead more programming, algorithms, problem solving and thinking skills and more maths.

There are 3 units to the A Level:

1. Computer systems

Computer systems architecture Software and its development Types of programming languages Data types, representation and structures Exchanging data and web technologies Following algorithms Using Boolean algebra Legal, moral and ethical issues. Assessed by examination: 40% of the marks.

2. Algorithms and Programming

Elements of computational thinking Programming and problem solving Standard algorithms Pattern recognition, abstraction and decomposition Algorithm design and efficiency.

Assessed by examination: 40% of the marks.

3. Programming project

With guidance students select their own userdriven problem of an appropriate size and complexity. Students analyse the problem, design a solution, implement the solution and give a thorough evaluation. Coursework unit: 20% of the marks.

Entry requirements

We would like you to have obtained five GCSE subjects at Grade 5 or above including Grade 5 in English and Grade 5 in Mathematics. The Mathematics grade is particularly important because of the logical, mathematical and problem solving skills in Computer Science. Our most successful students are those who study Mathematics alongside Computer Science.

Ideally a Grade 5 or above in Computer Science is a desirable subject choice and you will need to demonstrate a high level of programming at application.

Career routes and popular combinations

This course is suitable for anybody wishing to pursue a career in either the IT or Computing industry, seeking a University place or an apprenticeship. Computer Science is a highly desirable subject and can be applied to a variety of other industries including finance, teaching, accounting and sport.

DRAMA & THEATRE OCR

During the two year course you will learn about key theatre practitioners, from Stanislavski to Brecht and try to put your ideas into practice. You will also study a comprehensive range of plays from Shakespeare and the classics, to modern playwrights such as Miller, Kelly and many more.

The course aims to:

- Promote an enjoyment of, and an interest in, drama and theatre both as a participant and as an informed member of an audience.
- Extend the skills, knowledge and understanding needed to communicate through drama and theatre, encouraging lifelong learning and providing access to drama, theatre and related careers.
- Provide a worthwhile, satisfying, and complete course of study that broadens experience, develops imagination, fosters creativity, and promotes personal and social development.
- Encourage the appreciation of the significance of social, cultural and historical influences on theatre practice both past and present.

Course Structure and Content During the course you will study:

- Two plays from the point of view of performers, designers and directors, with reference to particular theatre practitioners
- Text in Performance: the full production of a two extracts of a professionally published play
- Devise an original piece of theatre for presentation to an audience and a written evaluation of the process and performance of their work
- Complete two written papers concentrating on an in-depth study of one further play studied from the point of view of a director in both an academic and practical way

A live performance of a play must be experienced and evaluated and compared to the original staging conditions of the play.

Scheme of Assessment

During the course you will be developing the following drama skills. Your final mark will relate to how you address these skills in practice.

- Acting skills
- Design skills
- Directorial skills (for the second year)
- Inter-personal and group working skills
- Creative, devising and improvisation skills
- Analytical, evaluative and critical skills
- Communication skills
- Interpretative skills

Entry Requirements

An interest in theatre and performance is essential. GCSE Drama would be useful, but is not essential.

The Future

A Level Drama and Theatre can lead to a wide range of courses and careers but is essential if you wish to study drama at university, or if you wish to pursue a vocation in drama or the arts. It is recognised as a qualification requiring selfdiscipline, motivation and confidence and would therefore open doors to the study of most subjects and to many areas of employment. Students have gone on from the Royal School Drama Department to study, chemistry, fashion, medicine, stage management, professional acting, costume design to name but a few.

DESIGN AND TECHNOLOGY AQA

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to gain a real understanding of what it means to be a designer. 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 follow a long term practical project in which designing and making are a key focus. This element counts for 50% of the final grade in order to recognise the importance of practical work.

The course aims to:

- Make use of knowledge and reflective practices in order to work with tasks that are challenging and engaging.
- Develop and sustain creativity and innovative practice.
- Recognise and overcome challenges and constraints when working towards the production of high-quality products.
- Develop a critical understanding of the influences of the processes and products of design and technological activities.
- Use digital technologies and information handling skills to enhance design and technological capability.
- Recognise the values inherent in design and technological activities, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, sustainable, social, cultural and entrepreneurial contexts.

Course Structure and Content

The course uses both examination and non-exam assessment (NEA) / coursework to assess students. The linear structure means that assessments are taken at the end of the AS and A2 courses and the coursework element is carried out in lessons over a longer period. There are three main areas that are focussed on during the course; Technical Principles, Designing Principles and Making Principles. These are delivered through both practical work and theory lessons in which industrial processes, marketing, materials, computer aided design and practical making tasks are all covered. The student taking this course will be keen to think independently and develop ideas as they work towards a resolved product.

Students produce a design portfolio and their own manufactured outcomes. This is used as evidence of their progress and is assessed fully on completion of the course.

The full A-Level course encompasses three main units:

Written Paper 1 - a written paper of two and a half hours that is worth 30% of the final mark. This focuses on core technical principles.

Written Paper 2 - a second written paper of one and half hours and is based on designing and making theory. It is worth 20% of the final mark. Both papers one and two typically have a mixture of short multiple choice answers and longer, extended responses.

Non Exam Assessment - this is based on a long term individual. practical project work and it is worth 50% of the final mark.

Scheme of Assessment

- Assessment criteria are based on the following areas:
- Identify, investigate and outline design possibilities
- Design and make prototypes that are fit for purpose
- Analyse and evaluate
- Each of these areas requires that students demonstrate and apply knowledge and understanding

Entry Requirements

A prime requirement is an interest in the subject and how it might play a part in developing your understanding and skills. Before embarking upon the course it is helpful to have achieved grades 9-4 in GCSE DT. A desire to make high quality products and be creative is a must!

The Future Design Technology is a useful subject for many future areas of study including Architecture, Aeronautical, Electrical or Mechanical Engineering and Materials Science. There is an expanding market for digital based design work that is being catered for by a variety of new courses on digital media.

ECONOMICS AQA

Economics has become high profile. The credit crunch, bankers' bonuses and of course Brexit and the fear of a Euro meltdown are just three topics rarely out of the news in recent years, throwing light on the importance of and divisions within the discipline. The specification we will be following will interest and inspire you.

Discussion and news reading are essential and are integral to our approach. Every effort is made to ensure pupils have a sound theoretical background to enable them to analyse current issues now and throughout their lives.

Economists study the way in which human effort and material resources are allocated between many different possible uses. In our course we take a critical look at how this is achieved in the free market system. We also study the problems of poorer countries in the Economic Development option. Economics requires both numeracy and literacy and develops analytical skills.

The course aims to:

- Stimulate your interest in how economies work - at personal, national and global levels.
- Give you an understanding of economic ideas and their application to the real world.
- Help you to develop the essential skills toolkit of an economist, enabling you to apply your knowledge to economic issues and problems and to interpret the economic evidence supporting economic arguments.

Course Structure and Content

Pupils will discover how the economy produces and distributes goods and services. We explore the interactions of firms, households and individuals in the market; we consider the whole economy and the role of government acting through taxation and expenditure. We also explore issues such as growth, unemployment and inflation. Economics enters into the arena of social ethics, examining issues where individual actions may not be in the best interests of society. You will be able not only to understand the issues the politicians are discussing in the news but you will also be able to evaluate critically the arguments they put forward to justify their actions (or inaction).

Writing skills and the ability to think logically and precisely will also be developed within the context of economic problems. Informed pupils will learn to debate questions critically, so that they are better able to 'think like an economist'.

Scheme of Assessment

Paper 1:

Assessment is by 2 hour written exam.
Weighting 33.3%

Paper 2:

Assessment is by 2 hour written exam.
Weighting 33.3%

Paper 3:

Assessment is by 2 hour multiple choice test and extended writing exam.
Weighting 33.3%

How quantitative skills are applied in the context of economics will be assessed. This will include an understanding and application of ratios, fractions, percentages, profits and revenue. This will form a minimum of 20% of the multiple choice questions.

Entry Requirements

GCSE Maths and English Language grade 6.

The Future

Skills developed on this course are in great demand and are recognised by employers, universities and colleges as being of great value.

Economics combines well with a range of social science and humanities subjects to lead to university courses in such areas as law, business, accounting, politics and economics.

ENGLISH LITERATURE AQA

If you enjoy reading and discussing your ideas about books and have enjoyed studying novels, plays and poetry at GCSE, then A Level English Literature is for you. A level study takes you beyond the range of GCSE texts into more mature and challenging themes. The OCR course is wide-ranging and provides ample opportunities to pursue independent study options and skills, as well as guided study of an engaging range of set texts from different eras and genres.

Outside class there are opportunities to see plays, to attend lectures and to visit places of literary interest.

The course aims to:

Encourage students to develop their interest in and enjoyment of literature and literary studies as they:

- Read widely and independently • Discuss texts and interpretations of texts as a group
- Engage creatively and respond to the texts in a range of forms
- Develop and apply their knowledge of literary analysis and evaluation in speech and writing
- Explore the context of the texts and others' interpretation of them
- Deepen their understanding of the changing traditions of literature

Course Structure and Content of the A Level course:

Two examined papers and two independent critical study pieces of non-examined assessment coursework (NEA) as follows:

Paper 1: Drama and Poetry Pre-1900

Study of three pre-1900 texts: One Shakespeare text for focused study in Section A, and two paired texts, one drama and one poetry, for comparative study in Section B. The exam is 2 and a half hours, closed book and comprises 40% of the A level.

Section A:

Shakespeare: one extract with 2 linked tasks. The first is a close analysis of Shakespeare's use of language and dramatic effect, the second is a task asking students to explore the context and different interpretations of the play over time.

Section B:

A comparative essay task, exploring the historical, social and cultural contexts of the two set texts.

Paper 2: Comparative and Contextual Genre Study: Dystopia.

Two set texts within the dystopian genre studied in depth, with a suggested wider reading list for further independent exploration of the genre.

Section A:

Unseen critical appraisal of a piece of dystopian literature, which asks students to explore the language and structure of a dystopian text, connecting it to its place within the wider genre.

Section B:

A comparative essay, exploring themes, contexts and critical interpretations of the two set texts.

Non-exam assessment: Independent Critical Study:

Task 1 – Close reading and analysis of a poem chosen by the student from a collection studied in class. This task has a recommended word limit of 1000 words

Task 2 – Comparative Essay – students study one prose and one drama text and then choose their own topic, theme or style to develop a written analysis, exploring connections between the texts. Wider reading and research for this task is required and encourages students to explore different contexts and critical interpretations of their chosen texts. This task has a recommended word limit of 2000 words. The two pieces of NEA together comprise 20% of the A level.

Entry Requirements:

Students wishing to study English Literature A Level should have achieved a minimum of a grade 6 in English Language and English Literature at GCSE.

The Future

English Literature is a well-regarded, challenging and useful facilitating A Level, developing students' critical thinking, discussion and independent reading, research and referencing skills. The course provides opportunities to explore the political, cultural and historical contexts of the texts studied and therefore sits well with a range of social science and humanities subjects, especially History and Psychology. It provides a good grounding for many university courses and is well-regarded in a wide range of industries and professions.

FINE ART AQA

This exciting course is designed to introduce students to a variety of experiences that explore a range of fine art media, processes and techniques and allow them to develop as individual artists. Students explore the use of drawing for different purposes, using a variety of methods and move on to work in a wide range of approaches, meaning each project becomes unique. Work may use sketchbooks and journals to underpin development or can be presented on a series of display boards for the final assessment. Students work can go in a wide range of directions and become personal and individually driven. All work is geared towards meeting the four assessment objectives. These focus on drawing/recording from observation, developing ideas using written research, exploring and refining a use of materials and finishing projects by creating final pieces that realise intentions.

Course Structure and Content

Lower Sixth year:

Component 1:

Portfolio The contents of the portfolio will be determined by the individual student's approach to the course of study. The emphasis of this component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the course. Each student must include in their portfolio:

- A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study
- At least one extended collection of work or project, based on an idea, concept, theme or issue.

This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.

Component 2:

Externally set assignment Question papers will typically consist of a choice of questions to be used as starting points. Students will be provided with examination papers on 1 February, or as soon as possible after that date. Students should select one starting point. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. A final outcome is produced in examination conditions allowing 10 hours of supervised time.

Upper Sixth year:

Component 1:

Personal investigation This is a practical investigation supported by written material. Students are required

to conduct a practical investigation into an idea, issue, concept or theme, supported by written material.

The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The written material must be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.

Component 2:

Externally set assignment Each question paper will consist of a choice of eight questions to be used as starting points. Students will be provided with examination papers on 1 February, or as soon as possible after that date. Students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. A final outcome is produced in examination conditions allowing 15 hours of supervised time.

Scheme of Assessment

The assessments will measure how students have achieved the following objectives;

- Developing ideas through sustained and focused investigations
- Exploring and select appropriate resources, media, materials and techniques
- Recording ideas, observations and insights relevant to intentions
- Presenting a personal and meaningful response that realises intentions.

A Level course:

Component 1:

Personal investigation. Weighting: 60%

Component 2:

Externally set assignment. Weighting: 40%

Entry requirements

Students do not have to have an Art and Design GCSE qualification prior to starting the Art: Fine Art course. However, students must be able to show a selection of creative outcomes before starting the course to ensure that their skills and understanding are at the requisite level. A willingness to take ownership of projects and push ideas forwards independently is essential.

The Future

The Fine Art A Level course typically leads to a one year Foundation Course at Art School followed by a BA degree in a specialist subject area but it is possible to go straight on to some specialist Art & Design based degree courses.

GEOGRAPHY AQA

Do you want to understand the changing world in which we live and the challenges we face? Geography is an unusual subject - we get muddy and we go to town centres, including shops. Field trips are an essential part of the curriculum. Pupils studying Geography attend outside talks, lead lessons, read magazines and follow topical case studies.

The course aims to:

- Help you to develop an understanding of the natural and built environment
- Encourage an enquiring mind
- Build confidence in your ability to lead discussions
- Enable you to collect, decode and respond to data
- Prompt you to think about your own attitudes and values in relation to geographical issues and questions

A Level course:

Unit 1:

Physical Geography

- you will study the Water and Carbon Cycles, Coastal Systems and Hazards.

Unit 2:

Human Geography

- you will study Global Systems and Global Governance, Changing Places and Population and the Environment.

Unit 3:

Geography Fieldwork Investigation

based on 4 days fieldwork which may be at a residential centre - you will complete an individual investigation which has to include data collected in the field. The investigation is based on a question or issue from anywhere in the specification.

Scheme of Assessment

Unit 1:

Assessment is by a 2½ hr written exam multiple choice, short answer, levels of response and extended prose. Weighting: 40%

Unit 2:

Assessment is by a 2½ hr written exam multiple choice, short answer, levels of response and extended prose. Weighting: 40%

Unit 3:

Assessment is by a 3,000-4,000 word fieldwork investigation. Weighting: 20%

Entry Requirements

Pupils wishing to study Geography at A level should have achieved a grade 6 in Geography at GCSE.

The Future

The skills developed on this course are highly transferable. Geography is viewed favourably by university admissions and is viewed as 'facilitating' subject. Pupils who study Geography at A Level go on to study a range of subjects at university such as Geography, Environmental Science, Business, Sport and PE, Politics Philosophy and Ethics, Physiotherapy, Accounting, Engineering and Art.

HISTORY AQA

Are you interested in people and their motivation? Do you wonder how we reached the situation in which we find ourselves and what the alternative might have been? Do you enjoy seeing how things have changed?

The course aims to:

- Allow you to explore the significance of events and individuals in history
- Build on your ability to construct well-reasoned arguments about historical controversies
- Provide opportunities for you to explore a historical issue of your own choosing and encourage you to develop a questioning attitude.

Course Structure and Content

Year 1:

The Tudors: England, 1485-1603

This option allows pupils to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

France in Revolution; 1774-1815

This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

Year 2 includes those components above and:

The Tudors: England:

turmoil and triumph, 1547-1603; Instability and consolidation: 'the Mid-Tudor Crisis', 1547-1563; The triumph of Elizabeth 1563-1603.

France in Revolution:

the rise of Napoleon and his impact on France and Europe, 1795-1815; the Directory and Napoleon's rise to power, 1795-1799; The impact of Napoleon's rule on France, 1799-1815.

Non-Examined Assessment [Historical Enquiry]

A personal study covering a breadth of 100 years based on a topic of the individual pupil's choice. This can be based upon change and development on any area (political, social, economic) within any country in the world. This will be independently researched with guidance and support.

Scheme of Assessment

You will be assessed on your ability to:

- Recall, select and deploy historical knowledge accurately and effectively
- Present historical explanations showing understanding and the ability to arrive at substantiated judgments
- Interpret, evaluate and use a range of source materials

A Level course:

Unit 1:

Assessment is by 2 ½ hour written exam.

Weighting: 40%

Unit 2:

Assessment is by 2 ½ hour written exam.

Weighting: 40%

Unit 3:

Assessment is by coursework.

Weighting: 20%

Entry Requirements

You must enjoy reading and writing as the study of History involves a lot of both. It is not necessary to have studied the subject at GCSE but a minimum of a grade 6 in History or a subject requiring similar skills (e.g. English) would be advisable.

The Future

Higher Education courses or careers that complement this qualification include; history, law and archaeology but history pupils go on to work in a wide variety of careers including journalism, the Civil Service, human resources and politics.

MATHEMATICS EDEXCEL

Mathematics will appeal to you if you enjoy solving problems using logic and numerical skills. It is a subject that is well worth studying for its own sake but it is also a useful support for the sciences, business studies/economics and those humanities that require a statistical approach to data.

The course aims to:

- Develop logical thinking
- Fine tune algebraic skills
- Broaden your knowledge by studying new branches of the subject
- Gain insight into mathematical modelling which is used in 'real life'

Course Structure and Content

Lower Sixth year:

100% prescribed content

- Pure Mathematics – the bridge between GCSE and A level, mainly algebraic techniques, and further algebra and trigonometry.
- Statistics and Mechanics.
- Statistics – builds on GCSE Statistics topics and introduces the use of large data sets and the use of technology to interpret them.
- Mechanics – builds on GCSE Science work on motion, speed, friction and forces.

Upper Sixth year:

100% prescribed content

- Pure mathematics - advanced algebra, differentiation and integration.
- Mechanics - includes kinematics, dynamics and vectors.
- Statistics - includes hypothesis testing, the normal distribution and modelling with probability.

Scheme of Assessment

A Level course:

Paper 1:

Pure Mathematics 1 (2 hours)

Paper 2:

Pure Mathematics 2 (2 hours)

Paper 3:

Statistics and Mechanics (2 hours) Units are weighted equally

Entry Requirements

Ideally, you will have studied GCSE higher level mathematics and gained a grade of 9 - 7. You should enjoy algebraic manipulation as it is a key skill in this subject. Please note that the second year of Mathematics A Level is only suitable for those who have gained reasonable grades in the Lower Sixth examinations.

The Future

A qualification in Mathematics can lead to a number of higher education courses or careers including medicine, teaching, IT, architecture, engineering, finance and encryption.

MATHEMATICS (Further) EDEXCEL

If you are really excited by maths and wish to study Mathematics or a related subject at university you should consider doing A Level Further Mathematics together with Mathematics. A Level Further Mathematics is harder than A Level Mathematics but is enjoyable for any determined mathematician.

The course aims to:

- Further develop logical thinking
- Fine tune algebraic skills
- Broaden your knowledge by studying modules from all three application areas of the subject
- Gain insight into mathematical modelling which is used in 'real life'.

Course Structure and Content

A Level course:

- 50% Core Pure Mathematics (compulsory)
- 50% optional and can include: Further Pure Mathematics, Further Mechanics, Further Statistics, Decision Mathematics

The optional papers will be prescribed by the Head of Mathematics.

Scheme of Assessment

A Level course:

Paper 1: Core Pure Mathematics 1

Paper 2: Core Pure Mathematics 2

Paper 3: Further Mathematics Option 1

Paper 4: Further Mathematics Option 2

Students take two optional papers with options available in Further Pure Mathematics, Further Statistics, Further Mechanics and Decision Mathematics.

Units are weighted equally and examined by 1 ½ hour written papers.

Entry Requirements

You will have studied GCSE higher level Mathematics and gained a grade of 9-7. You should enjoy algebraic manipulation and find it easy, as it is a key skill in this subject. This subject can only be taken together with Mathematics.

Please note that, due to the difficulty of the Further Mathematics course, the second year of the A Level is only suitable for those who have gained high grades in their Lower Sixth examinations.

The Future

A qualification in Further Mathematics is particularly useful for entry into mathematics or engineering degrees but can lead to a number of other courses or careers including medicine, teaching, IT, architecture, finance and encryption.

MEDIA STUDIES OCR

This contemporary, accessible and creative course allows learners to study the media in an academic context and apply the knowledge and understanding gained to the process of creating their own media productions. This A Level is designed to widen the intellectual horizons of the learner through the analysis of both global and historical media. This specification will foster the development of critical and reflective thinking to encourage engagement in the critical debates surrounding contemporary media. The approach that we have taken in this specification will allow teachers and learners to engage confidently with critical and theoretical approaches from the perspectives of both analytical consumers and producers of media products.

The course will enable learners to:

- demonstrate skills of enquiry, critical thinking, decision-making and analysis
- demonstrate a critical approach to media issues
- demonstrate appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy
- develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences
- demonstrate knowledge and understanding of the global nature of the media
- apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantial judgements and draw conclusions about media issues
- engage in critical debate about academic theories used in media studies
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- demonstrate sophisticated practical skills by providing opportunities for creative media production.

A Level course:

Paper 1: Media Messages

Section A: News and Online Media This section consists of two linked in-depth studies that focus on contemporary news in the UK, requiring learners to explore how and why newspapers and their online counterparts are evolving as media products and the relationship between both online and offline news. Learners must select from a list set by OCR.

Section B: Media Language and Representation Learners will explore media language and representation, through media products set by OCR in the following media forms: magazines, advertising and marketing and music videos.

Paper 2: Evolving Media

Section A: Media Industries and Audiences Learners will explore media industries and audiences, through media products set by OCR for: radio, video games, film (which is to be studied in relation to media industry only).

Section B: Long Form Television Drama Learners will engage in one in-depth study of television as an evolving, global media form. Learners must study one complete episode of a contemporary English language long form TV drama and one complete episode of a non-English language long form TV drama to inform their study. Learners must select from lists set by OCR.

Non Examined Assessment (NEA): Making Media

This component gives learners the opportunity to work independently and develop expertise that builds on areas of study from elsewhere in the course. Making media allows learners to create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning. This component provides the opportunity for the learner to demonstrate that they can apply knowledge and understanding of the theoretical framework to construct their media products by:

- applying knowledge and understanding of media language to express and communicate meaning to an intended audience;
- applying knowledge and understanding to construct representations that portray events, issues, individuals and social groups;
- applying knowledge and understanding of the media industries requirements to create a product that is appropriate to the media industry context of their chosen brief;
- use of media language to create meaning for the intended audience.

Entry Requirements

- An interest in the media and its impact on our lives.
- A willingness to create media texts.
- An ability to use ICT to enable use of media software
- A good understanding of English.
- A grade 6 in English Language.

The Future

You may decide to pursue your study of the media further with a degree course. Study can now be combined in many Universities with other relevant subjects. Media industries are continually growing and there are an increasing number of career opportunities in all sectors.

MODERN FOREIGN LANGUAGES AQA

French and Spanish

If you are interested in languages and communication and you enjoy learning about other cultures and ways of life, the Modern Foreign Languages course could be suitable for you. Similarly, if you are interested in aspects of the modern world and society, the media, modern technology, artistic culture, political life, film studies or literature, then you are also likely to find the course appropriate and interesting. Whether you want to use languages for work, further study, training or leisure, this course will equip you with the necessary skills and knowledge.

The course aims to:

- Help you to develop your general study skills
- Teach you to communicate at a higher level in the language(s) that you have chosen
- Teach you much more about a wide range of aspects of the society or societies in which the language is spoken.

Course Structure and Content:

- Social Issues and Trends
- Artistic Culture
- Grammar
- Film and Literary Text

Scheme of Assessment AS course:

(Pupils generally study the full language course rather than AS and take the second year exam: A Level)

Paper 1:

Listening, Reading and Writing. Assessment is by a 1 hour 45 mins listening, reading, and written exam. Weighting: 45%

Paper 2:

Writing. Assessment is by a 1 hours 30 min written paper. Weighting: 25%

Paper 3:

Speaking. Assessment is by a 12-14 minutes speaking exam. Weighting: 30%

Scheme of Assessment A Level course:

Paper 1: Listening, Reading and Writing. Assessment is by a 2 hour 30 mins listening, reading, and written exam. Weighting: 50%

Paper 2:

Writing. Assessment is by a 2 hours written paper. Weighting: 20%

Paper 3:

Speaking. Assessment is by a 21-23 minutes speaking exam. Weighting: 30%

Entry Requirements:

You will explore in depth a variety of topic areas and current issues. A visit abroad before you begin the course (family holiday, school trip) is obviously beneficial.

You should have achieved a GCSE Grade 8 or 9 in the relevant language or languages you opt for. You will need to feel equally confident in the language skills of Listening, Speaking, Reading, Translation and Writing; to have consistently performed at a high level in Speaking and Writing; and generally you will need to have a broad lexis both in the Target Language and in English, and a solid understanding of grammar.

If you find the Speaking or Writing component challenging at GCSE, you will find the jump to the first year of A Level very difficult indeed. You need to be interested in developing an understanding of the culture and way of life of the target-language countries - this is vital for success. Equally, you need to be able to carry out independent research in the Target Language.

The Future

During the French A Level course you will be given the option to travel to France for a few days of work experience, and to partake in a short trip to Paris and Versailles. You will have the opportunity to take part in "Joutes Oratoires" against other schools from the central and south London area; this debating competition involves Sixth Form pupils who are studying French for A Level, IB or Pre-U. At the end of the French and Spanish A Level course, there will be a range of opportunities open to you where you can continue to use and further develop your language skills and knowledge of contemporary society. Some pupils choose to do degree courses in Languages; others pursue a Higher Education course in another subject but study a language option alongside it. Having a language at A Level will certainly improve your employability, in particular but not only with companies which have international branches. Whether you are interested in continuing your studies or working at home or abroad, a language course at A Level is an excellent step towards achieving your goals.

MUSIC EDEXCEL

Music at A Level is for anyone who has a keen interest in performing, creating, and listening to different styles of music and who wishes to broaden and deepen their understanding of a whole range of recorded and live music.

The course aims to:

- Extend the skills, knowledge and understanding needed to communicate through music and take part in music making.
- Engage in and extend the appreciation of the diverse and dynamic heritage of music, promoting spiritual and cultural development.
- Develop particular strengths and interests encouraging life-long learning and providing access to music-related and other careers.
- Recognise the interdependence of musical skills, knowledge and understanding and the links between the activities of performing, composing and appraising.

Course Structure and Content:

Component 1 - Performing - Weighting 30%.

This unit gives pupils the opportunities to perform as soloists. Teachers and pupils can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of an 8+ minute assessed performance. Notated and/or improvised performances may be submitted.

Component 2 - Composing - Weighting 30%.

This unit encourages pupils to develop their composition skills leading to the creation of two/three pieces. One composition must be from either a list of briefs related to the areas of study, or a free composition. The second (and third composition, if studying Bach) must be from a list of briefs assessing compositional technique (such as a Bach Chorale, Arranging etc).

Component 3 - Appraising - 2 hour written paper (100 marks). Weighting 40%.

This unit focuses on listening to familiar music and understanding how it works. The thirteen Set Works, from six Areas of Study, provide the focus for the Appraising exam. It is recommended that pupils familiarise themselves with each work as a whole, before learning how to identify important musical features and their social and historical context. Alongside the set works are a list of related extracts that need to be researched to gain the upper band of marks.

Vocal Music

- J.S.Bach, Cantata, Ein feste Burg (Movements 1, 2, 8)
- Vaughan Williams, On Wenlock Edge (Movements 1, 3, 5)

Instrumental Music

- Clara Wieck-Schuman, Piano Trio in G minor, Op. 17 (Movement 1)
- Berlioz, Symphonie Fantastique (Movement 1)

Music for Film

- Bernard Herrman, Psycho (Prelude, City, Marion, Murder, Toys, Cellar, Discovery, Finale)
- Danny Elfman, Batman Returns (Birth of a Penguin Pt1 & 2, Batman vs the Circus, The Rise and Fall from Grace)

Popular Music and Jazz

- Beatles, Revolver (Eleanor Rigby, Here There & Everywhere, I Want to Tell You, Tomorrow Never Dies)
- Courtney Pine, Back in the Day (Lady Day and John Coltrane, Inner State of Mind, Love and Affection)
- Kate Bush, Hounds of Love (Cloud Busting, And Dream of Sleep, Under Ice)

Fusions

- Debussy, Estampes (Pagodes, La Soiree dans Grenade)
- Anoushka Shankar, Breathing Under Water (Burn, Breathing Under Water, Easy)

New Directions

- Kaija Saariaho, Petals for Violoncello and Optional Electronics
- Stravinsky, The Rite of Spring (Introduction, Les Augures Printaniers, Jeu du Rapt)

Section A - Areas of study and dictation (50 marks)

- Three questions related to the set works (audio and skeleton score provided)
- One short melody/rhythm completion exercise

Section B - Extended response (50 marks)

- Two essay questions—essay one (20 marks) and essay two (30 marks)
- Essay one asks pupils to draw links from their study of the set works to the music heard as an unfamiliar extract
- Essay two gives a choice of three questions that ask pupils to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study

Entry Requirements

It is expected that pupils will have achieved a Grade 7 or above at GCSE Music and have reached Associated Board Grade 6 standard or equivalent on their principal instrument at the start of the course. They should also have passed, or be in the process of obtaining, Grade 5 Theory.

The Future

A course in music will greatly enhance your motor and intellectual skills. You will need self-discipline, organisation, enthusiasm and the ability to perform under pressure in front of an audience and in examination situations. All of these qualities are essential to career development in any sphere.

PHOTOGRAPHY AQA

On this creative course, students are introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They are made aware of both traditional and new technologies. Students will explore relevant images, artefacts and resources relating to different approaches to art, craft and design, from the past and from recent times. This is integral to the investigating and making processes demonstrating their understanding of different styles, genres and traditions. Students use workbooks/journals or display boards to present work that demonstrates the development of their practical and technical skills and they will produce projects with increasing individuality as the course continues. Students may use traditional methods and/or digital techniques to produce images. It is desirable that students purchase their own camera - the photography department can advise on this.

Course Structure and Content

Lower Sixth year:

Component 1: Portfolio. The emphasis of this component is on the development of understanding and skills using an appropriate range of materials, processes and techniques. They should produce a collection of materials that exemplifies this learning as their AS 'coursework' project.

Each student must include in their portfolio:

- a selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study
- at least one extended collection of work or project, based on an idea, concept, theme or issue.

This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.

Component 2: Externally set assignment. Question papers will consist of a choice of 'starting points' to be used to develop an individual response. Students will be provided with examination papers on 1 February, or as soon as possible after that date and they should select one starting point. Preparatory work can be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models/maquettes or based in digital media. A final outcome is produced in examination conditions allowing 10 hours of supervised time.

Upper Sixth year:

Component 1: Personal investigation. This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the

investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The written material must: be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.

Component 2: Externally set assignment. Each question paper will consist of a choice of questions to be used as 'starting points'. Students will be provided with examination papers on 1 February, or as soon as possible after that date. Students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes or based in digital media. A final outcome is produced in examination conditions allowing 15 hours of supervised time.

Scheme of Assessment

- The assessments will measure how students have achieved the following objectives;
- Developing ideas through sustained and focused investigations
- Exploring and select appropriate resources, media, materials and techniques
- Recording ideas, observations and insights relevant to intentions
- Presenting a personal and meaningful response that realises intentions

A Level course:

Component 1: Personal investigation.

Weighting: 60%

Component 2: Externally set assignment.

Weighting: 40%

Entry Requirements

Students do not have to have a Photography GCSE qualification prior to starting the course. However, students must be able to show a selection of creative outcomes before starting the course to ensure that their skills and understanding are at the requisite level. A willingness to take ownership of projects and push ideas forwards independently is essential.

The Future

Careers include forensic photography, portrait/wedding photography, press photography, fine art photography and medical photography to name but a few.

PHYSICS AQA

Have you ever wondered why the sky is blue or what, fundamentally, are quarks? If so you may wish to study Physics which helps us to understand the physical world around us. Some of the course leads directly from the GCSE but you will also be introduced to completely novel ideas such as Quantum Theory and Particle Physics. No longer will you view the atom as a simple arrangement of protons, neutrons and electrons but as a whole array of even smaller particles!

The course aims to:

- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.
- Develop competence and confidence in a variety of practical, mathematical and problem solving skills.
- Develop interest and enthusiasm for the subject, including further study and careers associated with the subject.
- Understand how society makes decisions about scientific issues.

Course Structure and Content

The A Level qualification includes study of these sections:

1. Measurement and their Errors
2. Particles and Radiation
3. Waves
4. Mechanics and Materials
5. Electricity
6. Further Mechanics and Thermal Physics
7. Fields and their consequences
8. Nuclear Physics

The following option:

9. Astrophysics

Both years will cover practical Physics with 12 mandatory practical activities set out in the specification in addition to many other practical opportunities throughout the course. These skills will be assessed within the written papers and students will also receive an endorsement of practical skills on their exam certificates.

Scheme of Assessment

You will be assessed on:

- Knowledge and understanding of the content including associated mathematical and practical skills
- Ability to apply mathematical and practical skills to unfamiliar areas
- Ability to draw together different areas of knowledge and understanding within one answer.

A Level course:

Paper 1:

Assessment is by a 2 hr written exam of sections 1- 6.1 (short, long answer and multiple choice questions). Weighting: 34%

Paper 2:

Assessment is by 2 hr written exam of sections 6.2- 8 (short, long answer and multiple choice questions). Weighting: 34%

Paper 3:

Assessment is by 2 hr written paper of section 9 and practical skills and data analysis (short and long answer questions). Weighting: 32%

Entry Requirements

Before embarking upon A Level Physics you should have achieved grades 9-7 in GCSE Science and Additional Science or in GCSE Physics. You will also need a good pass at GCSE Mathematics as Physics involves the manipulation and solving of equations. The parallel study of A Level Mathematics is recommended.

The Future

This is a difficult but rewarding course; a good pass grade may lead to career opportunities in, for example, astrophysics, engineering and radiography. You might even want to become an airline pilot! Physics may also be studied as a joint honours degree with a language, Music or, of course, Mathematics.

PHYSICAL EDUCATION AQA

Physical education is a subject for all those interested in sport. It is not just about playing sport as you cover the scientific, social and psychological areas of sport as well as thinking about how you learn to play sport to develop your own understanding and performance levels.

The course aims to:

- Encourage you to develop your analytical skills
- Enable you to understand the scientific, social and psychological parts of sport
- Help you to analyse sport, increase your performance levels and build on your existing playing experience
- Provide opportunities for you to analyse sports performers

Course Structure and Content:

The theoretical aspect course comprises of 7 main topic areas:

Topic 1: Applied anatomy and physiology

Students should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. Students should be able to interpret data and graphs relating to changes within the musculoskeletal, cardio-respiratory and neuromuscular systems and the use of energy systems during different types of physical activity and sport, and the recovery process.

Topic 2: Skill acquisition

This section focuses on how skill is acquired and the impact of psychological factors on performance. Students should develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing skills. Students should be able to understand and interpret graphical representations associated with skill acquisition theories.

Topic 3: Sport and society

Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Students should be able to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.

Topic 4: Exercise physiology (only A Level)

Students should understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.

Topic 5: Biomechanical movement

Students should develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport.

Topic 6: Sport psychology

In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Includes graphical representations associated with sport psychology theories.

Topic 7: Sport and society & the role of technology in physical activity and sport

Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.

Scheme of Assessment

Paper 1:

Factors affecting participation in physical activity and sport 2 hour written paper. Weighting: 35% of A Level

Paper 2:

Factors affecting optimal performance in physical activity and sport 2 hour written paper. Weighting: 35% of A Level

Non-exam assessment: Practical performance in physical activity and sport Students assessed as a performer or coach in the full sided version of one activity.

Plus: written/verbal analysis of performance. Weighting: 30% of overall grade

Entry Requirements

A good grounding in the science subjects is useful in this subject as well as a reasonable level of sporting performance. Participants in this subject are expected to play a full part in the sporting life of the School.

The Future

Teaching, coaching, sport science, psychology of sport, sports development and leisure management are all areas you may wish to consider. The course is also useful for entry into physiotherapy and medicine.

PSYCHOLOGY AQA

This qualification offers an effective introduction to Psychology. The course aims to develop a sound understanding of methods and approaches in Psychology in the context of different topic areas. It also aims to develop candidates' critical thinking skills.

Course Content

1. Social influence – conformity, obedience, and the role of social influence processes in social change;
2. Memory – models of memory, types of memory, explanations for forgetting and factors affecting the accuracy of eyewitness testimony;
3. Attachment – caregiver – infant interactions in humans, types of attachment, the effects of maternal deprivation and institutionalisation;
4. Approaches in Psychology – the origins of Psychology and the assumptions of the learning, cognitive, biological, psychodynamic, and humanistic approaches to Psychology;
5. Psychopathology – definitions of abnormality, characteristics of phobias, depression and OCD, behavioural, cognitive, and biological approaches to explaining and treating these conditions;
6. Research methods – experimental, observational, and self-report techniques, correlations, content analysis and case studies. Research design and data handling and analysis;
7. Biopsychology – the divisions of the nervous system, the structure and function of neurons, the function of the endocrine system, the fight or flight response, localisation of brain function, methods of studying the brain and biological rhythms;
8. Issues and debates in Psychology;
9. Relationships – how they develop and are maintained;
10. Schizophrenia – causes and treatments;
11. Forensic Psychology – theories of criminal behaviour.

Scheme of Assessment

Paper 1:

Introductory Topics in Psychology – Written exam. 2 hours. Weighting: 33.3%

Paper 2:

Psychology in Context – Written exam. 2 hours. Weighting: 33.3%

Paper 3:

Issues & Options in Psychology – Written exam. 2 hours. Weighting: 33.3%

Entry Requirements

Psychology students must combine essay-writing with an ability to grasp scientific and mathematical concepts. Good grades in English, Mathematics and Science GCSEs are required.

The Future

Skills developed on this course are recognised by employers, universities and colleges as being of immense value. Psychology works well with both humanities and science subjects at A Level and beyond.

EPQ - EXTENDED PROJECT OCR

The course aims for students to:

- Understand and use research skills
- Choose the topic for the project and design the structure
- Develop and improve as independent learners
- Develop and apply decision making and problem solving skills
- Extend planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- Develop as confident e-learners and apply new technologies in their studies
- Develop and apply skills creatively demonstrating initiative and enterprise.
- Use their learning experiences to support their personal aspirations for further study and career development

Course Structure and Content

Preparations begin at the beginning of L6 for completion in the autumn or spring term of the U6. The bulk of the teaching and planning is accomplished with guidance so that the summer holidays can be used for research and a first draft. During the autumn term Students have regular meetings with their assigned supervisor who monitors progress and will assess the final outcome. The qualification is equivalent in terms of UCAS points to half an A level.

The outcome of the project can be a design, performance, report, dissertation or artefact. Whatever form this takes, the project must include a written component and a completed Project Progression Record. Other assessment evidence can also be included, e.g. evidence related to a diary or IT logging system, a presentation, an experiment. As a guide the dissertation should be approximately 5,000 words. For all other outcomes the written component should be approximately 1,000 to 1,500 words.

The topic of the project should be chosen by the learner and negotiated and agreed formally with the supervisor. It should reflect the learner's interests and has no need to be connected in any way with the academic subjects chosen for A level.

Scheme of Assessment

The four assessment objectives reflect the independent nature of the qualification and why it is increasingly valued by universities and allowing candidates to stand out from the crowd.

The objectives are:

A01 Manage: 20% of qualification

A02 Use resources: 20% of qualification

A03 Develop and realise: 40% of qualification

A04 Review: 20% of qualification

Entry Requirements

All students have the opportunity to produce an extended project.

The Future

Universities are increasingly interested in the extended project as evidence of in depth study and will often choose to pursue this at interview. The UCAS points (worth half an A Level) gained by this qualification can count towards the offers that they make.

Likewise employers look for evidence of confident independent learners who can take projects forward. As such the EPQ is well regarded.

Scholarship Assessments

16+ Scholarship Assessments Scholarship Requirements for entry into Year 12 (Lower Sixth)

All Sixth Form applicants will be interviewed by a member of Senior Management Team as part of the admissions process. During the interview, candidates will be invited to discuss topics of personal interest relating to their academic studies, their extra-curricular activities or news and current affairs. Students will be encouraged to demonstrate an appreciation of issues affecting the wider world which they may have gleaned from journals, books, the internet, newspapers, etc.

TYPES OF SCHOLARSHIP AWARD

Academic Scholarships

A range of Academic Scholarships may be awarded on the basis of exceptional performance in the School's Sixth Form scholarship papers.

Candidates sit up to three subject papers pre-selected from the list below:

- Biology
- Chemistry
- Computer Studies
- English Literature
- French
- Geography
- History
- Mathematics
- Physics
- Spanish

Scholarship assessments will be based upon the work studied at GCSE. Where possible, candidates should choose to sit papers in subjects they intend to study at A Level.

Art Scholarships

Potential candidates are asked to submit a portfolio of recent work in a range of media, completed in the last two years, for assessment. They may like to support this with a short, written statement, outlining their interest and the inspiration for their work. This work may include:

- No more than 3 sheets of 2D work in an A2 or A1 portfolio, including examples of drawings and paintings from observation (still life, portraits or landscapes) as well as imaginative pieces
- Examples of 3D work (photographs, rather than the work itself, please)
- Examples of photography, textiles and printmaking
- At least one sketchbook

Candidates are shortlisted based on these submissions and invited for interview. Here they are expected to discuss an artwork by another artist and to complete a one-hour drawing task set by the Art Department.

Music Scholarships

Candidates applying for Music Scholarships are required to be Grade 7 or above for Year 12 entry, though it is not essential that exams have been taken. They may offer up to three instruments, including voice, in which case one piece per instrument is sufficient. Those who only offer one instrument should prepare two contrasting pieces/songs. Applicants with a talent for composition/song writing will also be considered and should provide recordings and scores of two contrasting original compositions. Recordings should be on either CD/USB or performed live at the scholarship assessment.

Music Scholarships are awarded based on performance, potential and enthusiasm; discussion, therefore, plays a significant part in the audition process. The school will provide an accompanist or a CD player for backing tracks, though candidates are welcome to bring their own accompanist.

Performance Scholarships

Candidates will audition with our Head of Drama and a dance/music specialist if applicable.

A Performance Scholar should be working at the highest possible level for someone of their age. Candidates need to show a passion for performance that they have pursued outside of school, this must be supported and documented by evidence from their external teacher or club.

Scholars will have demonstrated a commitment to performance at their current school and there is an expectation that Performance Scholars take full part in school plays, performances and events.



Sports Scholarships

Our Sports Scholarships recognise candidates who exhibit skills in a given sport and strong leadership potential. Scholars are expected to be active and positive contributors to the school's sporting life throughout the year, setting an impeccable example on and off the field of play.

There are currently teams for:

Badminton, Basketball (boys), Cricket, Football (boys), Golf, Hockey, Netball (girls), Rounders (girls), Swimming and Tennis.

For Sixth Form Sports Scholarship applicants, we would expect to see evidence of top-level competition, leadership skills and a first class attitude to sport. Sixth Form candidates will be examined in three areas: -

1. Written Paper (45 minutes) - 25%
2. Practical (35 minutes) - 60%. Candidates could be expected to perform in two different activities, plus tests of reaction time/co-ordination/learning/fitness.
3. Interview (10 minutes) - 15%

Full details can be found in the Scholarship Programme on our website -

<https://www.royal-school.org/admissions/scholarships-bursaries>

THE VALUE OF SCHOLARSHIP AWARDS

There is fee remission attached to all of our scholarships. Candidates who are successful in gaining a scholarship but who require a greater remission in fees in order to take up their place may apply for a means-tested bursary. The Governors reserve the right not to make a Scholarship Award if suitable candidates do not present themselves.

DUTIES OF A SCHOLAR

A Scholarship Award is held subject to a pupil maintaining a good standard of endeavour and conduct during their time at the School. Awards are subject to annual review and there is an expectation that an Academic Scholar will set an example in the way in which they approach their studies. All scholarship holders will play an active role in the life of The Royal School and will act as ambassadors for the Sixth Form. The Governors reserve the right not to make a scholarship award if suitable candidates do not present themselves; the Governors also reserve the right to withdraw an award if a Scholar falls short of the School's standards. Internal and external candidates are invited to apply for Sixth Form scholarships.



Admissions Process

16+ (Year 12 entry) – internal and external applicants

2022 ENTRY TIMELINE

Scholarship application deadline	3 November 2022
References and predicted GCSE grades requested	November 2022
Preview Day	10 November 2022
Scholarship assessments and interviews	14-18 November 2022
Offer letters sent out	Mid December 2022

Applicants who are unable to attend on key dates (for example, because they are applying from overseas) should contact Admissions for assistance.

Admissions Policy

UK APPLICANTS

Students will be admitted to the Sixth Form with the approval of the Head, in consultation with staff when appropriate.

Students will be admitted to the Sixth Form only if their GCSE results indicate an adequate level of ability: usually 5 or more GCSEs at grade 5 or above with a minimum 9-6 grades in the subjects they wish to study at A Level. 9-7 grades for Languages, Mathematics and Sciences are advised. Transfer from Lower Sixth to Upper Sixth is dependent on progress. To continue a subject in the Upper Sixth, pupils will need to perform sufficiently well in the summer examinations in Lower Sixth; failure to make the necessary progress may result in the Lower Sixth being repeated. If a student wishes to alter their A Level selection or make adjustments to their timetable, he/she must meet with subject teachers, Sixth Form Tutors and the Deputy Head Academic to discuss matters further. Written permission from parents must be received before any change takes place.

OVERSEAS APPLICANTS

Overseas students will be invited to join the Sixth Form only if their standard of English is such that they can be expected to function effectively in A Level groups. Registered students are required to sit assessments in English Language and Mathematics and an oral interview by Skype should be completed by each candidate and submitted with their school reports and copies of any examination certificates which support their application. To continue a subject in the Upper Sixth, pupils will need to perform sufficiently well in the summer examinations in Lower Sixth; failure to

make the necessary progress may result in the Lower Sixth being repeated. If a student wishes to alter their A Level selection or make adjustments to their timetable, he/she must meet with subject teachers, Sixth Form Tutors and the Deputy Head Academic to discuss matters further. Whilst the School makes every effort to contact overseas parents to seek written permission to alter a student's timetable, there are occasions when a response is not received in a timely fashion. In these instances, the School reserves the right to adjust the student's programme of study without the parents' consent.

ALL APPLICANTS

Sixth Formers are expected to be present for the whole term. Holidays and the flights of students living overseas should be arranged so as to enable students to attend on the first and last days of term. All Sixth Form lessons are valuable. Accordingly, all Sixth Formers must undertake to arrange driving lessons/ tests and non-urgent medical/dental appointments outside of School hours. The boarding staff and Sister will assist students to make these appointments if necessary. Visits to university open days are encouraged; a maximum of three days of School time should be used. Other visits should be carried out at weekends and during the holidays. Half-terms are particularly useful, because the students are in residence and the atmosphere is easier to gauge.

GENERAL

In the Sixth Form, some lessons may be timetabled at lunchtime or after period 8. Subjects will only run if there is sufficient demand in the view of the Head.



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The Royal School

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