



# Rainham Mark Grammar School

## Sixth Form Prospectus



## Welcome from the Headteacher



Welcome to Rainham Mark Grammar School Sixth Form. We are delighted that you are considering placing the next two years of your educational experience in our care. You have worked hard to get here, and you should be proud of your achievements. Our Sixth Form is a place for intellectual curiosity and personal growth. You will have the chance to pursue your passions and interests, to deepen your knowledge and understanding of the subjects you love as well as broaden your horizons through exploring new things and learning from different perspectives. Student leadership is at the heart of our Sixth Form, during your journey with us you will be supported to embrace new expectations and responsibilities to enhance your academic and personal growth.

Our curriculum is rich and varied providing stretch and challenge to enhance your subject knowledge and broaden your horizons. We offer a range of enrichment opportunities through our Supra enrichment programme such as, clubs, societies, trips, mentoring and volunteering. You will also have the support and guidance of highly experienced staff who are committed to supporting you to realise your ambitions.

We are delighted to welcome you to our Sixth Form, and hope that during your journey with us you will feel prepared for your next steps, having formed lasting friendships and fond memories.

## Welcome from the Head of Sixth Form



It gives me great pleasure to welcome you to Rainham Mark Grammar School. Thank you for your interest in our Sixth Form, a Sixth Form that I am exceptionally proud to be a part of.

Our mission statement is simple: empathy and excellence. We want to develop students who are empathetic, caring, and compassionate for others. Twinned with this, we want students to be the best they can be – to strive towards excellence - in a supportive and empathetic environment.

Our Sixth Form is incredibly popular, both with our Year Eleven students and students from other institutions.

We facilitate the development of each individual student in those pivotal years between the end of Year Eleven and the end of Year Thirteen. We also offer support and guidance on next steps, whether that is university, apprenticeships, or the world of work. Sixth Form pupils “appreciate the support they receive with specialist career pathways or applications to higher education.” (Ofsted, May 2022)

It is a privilege to guide our excellent Sixth Form students in the final stage of their secondary education and to help them realise their potential.

## About us

RMGS has a large and vibrant Sixth Form with over 350 students. The majority of Year 11 students elect to stay on in our Sixth Form and each year approximately 30 new students join the Sixth Form.

Examination success is important to RMGS, but students and staff know that the development of positive character traits are equally as important. At the heart of the RMGS Sixth Form are four core pillars: empathy; appreciation; intellectual curiosity; academic ambition. Our mission statement is simple and two-pronged: 'Empathy and Excellence'.

*We want to develop appreciative and empathetic learners. We want to foster intellectual curiosity and academic ambition.*

This mission statement reflects the RMET's 'Proud Character' values that are promoted across our Multi-Academy Trust.



## A Level Subjects

Despite significant funding cuts to Sixth Form budgets, we offer an exceptionally wide range of A Levels including Psychology, Business Studies, Drama and Theatre Studies, Music, Design Technology, Sociology and Film Studies, as well as more traditional subjects. Students are given a free choice of subjects, with plenty of guidance from careers and subject staff. Almost any combination of subjects is possible. All students will opt to study three A Levels (with the most able being permitted to take four); in Year 13 they might add an EPQ (Extended Project Qualification) to their programme of study.

## Who's Who in the Sixth Form

- Mr McDowell: Assistant Headteacher in charge of Sixth Form
- Mrs Wilson: Deputy Head of Sixth Form in charge of Year 12
- Mr Twizell: Deputy Head of Sixth Form in charge of Year 13
- Miss Stewart: Pastoral Support Assistant

## The Application Process

### TIMELINE

Month / Year	Event
<b>7<sup>th</sup> November 2023</b>	<b>Sixth Form Open Evening</b>
<b>16<sup>th</sup> February 2024</b>	<b>Deadline for submission of applications forms</b>
<b>22<sup>nd</sup> August 2024</b>	<b>GCSE Results Day</b>
<b>23<sup>rd</sup> August 2024</b>	<b>Sixth Form Enrolment for New Entrants</b>
<b>4<sup>th</sup> September 2024</b>	<b>Year 12 start at Rainham Mark Grammar School</b>

## Sixth Form Entry Requirements 2023

A Level Subject	Minimum Required for GCSE Grades Grade 4 or above in Mathematics and English Language. A grade 5 or above in one of either Mathematics, English Language or English Literature. A total points score of 46 based on the applicant's best 8 subject grades.
Art & Design - Fine Art	Grade 6 in Art
Biology	Grade 7 in Biology or grades 7-7 in Combined Science (grade 7 in the Biology unit) and grade 6 in Mathematics.
Business	Grade 5 in English Literature or English Language and Mathematics
Chemistry	Grade 7 in Chemistry or grades 7-7 in Combined Science (grade 7 in the Chemistry unit) and grade 7 in Mathematics.
Computing	Grade 7 in Mathematics and grade 6 in Computing, if taken.
Design & Technology: Product Design	Grade 6 in a Design and Technology discipline
Drama & Theatre	Grade 5 in Drama and grade 5 in English Literature or English Language
Economics	Grade 6 or above in English Literature or English Language and Mathematics. If taken, a grade 6 in Economics may replace one of the above.
English Literature	<i>A Grade 6 or higher in English Literature</i>
Film Studies	Grade 5 in English Literature or English Language
French	Grade 6 in French.
Geography	Grade 6 in Geography
German	Grade 6 in German.
History	Grade 6 in History and English Literature or English Language
Mathematics	Grade 7 in Mathematics
Mathematics (Further)	Grade 8 in Mathematics
Music	Grade 6 in Music and grade 4 standard on your instrument/voice
Music Technology	Grade 5 in Physics or combined science and you must be a practising musician or music technician.
Physical Education	Grade 6 in GCSE PE (grade 6 in both theory papers); or Grade 6 or above in Biology with a keen interest in sport if GCSE PE was not studied. Students must also be representing either a school or club regularly in at least one sport (see AQA website for list of approved activities).
Physics	Grade 7 in Physics or a 7-7 in Combined Science (grade 7 in the Physics unit) and grade 7 in Mathematics.
Politics	Grade 6 in English Literature or English Language
Psychology	Grade 6 in English Language or Literature, Grade 6 in Mathematics, and a Grade 6 in Biology or 6 6 in Combined Science. If taken, a grade 6 or above in Psychology.
Religious Studies	Grade 6 in English Literature or English Language and grade 6 in Religious Studies, if taken.
Sociology	Grade 5 in English Literature or English Language
Spanish	Grade 6 in Spanish
<b>Other qualifications</b>	
Core Mathematics	Grade 5 in GCSE Mathematics



# RMGS

## ART & DESIGN- Fine Art

### A LEVEL (AQA)

#### ***What are the aims of the course?***

To develop practical skills and knowledge and understanding of Art and Design.

#### ***What does it involve?***

Students learn to record and draw using a wide range of materials and techniques. They will have the opportunity to experiment with different printmaking techniques, Digital Photography and Photo Shop. They investigate and study the work of a wide range of artists and designers from different times, styles and genres. Students also develop ideas for their own work, taking account of what they have learnt and refining these ideas into final projects and 2D or 3D pieces of work. We take part in Life Drawing days at UCA (University for the Creative Arts) Rochester and visits to galleries and exhibitions. Students follow the AQA Art and Design (Fine Art) specification.

#### ***How is it assessed?***

Year 12 Students produce a portfolio of practical coursework, using a range of experimental materials and approaches. This includes observational drawing and research into the work of a range of artists, mixed media and collage, oil painting and printmaking. The skills, approaches and techniques used will prepare them for A2 study, or for application to Art college courses.

Year 13 Students produce one unit of practical coursework, a Personal Investigation, on a subject of their choice, with a written study on a related theme. The written personal study is 1000-3000 words. This coursework is 60% of the marks given. The exam is a set paper with preparation time and a 15 hour practical session. This counts for 40% of the marks.

#### ***Why is it a useful qualification?***

Art and Design can lead to a range of creative courses at University. Every year students gain places at the University for Creative Arts at Rochester, as well as a range of courses from Fashion and Architecture to Art Conservation and Design. For students applying for other subjects, A level Art is accepted as a suitable A level by almost all universities and is a valuable and enjoyable balance to a timetable of academic subjects. Students study Art because they love doing practical work and being creative, they enjoy using materials and techniques and want to find out more about historical, modern and contemporary Art, in the context of a practical course.

# RMGS

## Science – BIOLOGY

### A LEVEL (OCR)

#### *What are the aims of the course?*

1. To develop a broad knowledge of biological facts, concepts and principles; to appreciate their significance and have the skills to apply them in new and evolving situations.
2. To engender an enjoyment and interest in the study of living organisms.
3. To prepare students for further biological studies in higher education, or simply to act as a stimulating course on its own.

#### *What does it involve?*

The OCR Biology A course is followed at A-level (H420) and the specification can be viewed on the OCR website.

The course can be broken down into six modules:

**Module 1:** Development of practical skills in biology (planning, analysis and evaluative skills are throughout the course in the numerous experiments carried out).

**Module 2:** Foundations in biology (includes topics such as cell structure, biological molecules, enzymes, nucleic acids, biological membranes and cell division).

**Module 3:** Exchange and transport (includes topics such as exchange surfaces, transport in plants and transport in animals).

**Module 4:** Biodiversity, evolution and disease (includes topics such as communicable diseases and classification and evolution).

**Module 5:** Communication, homeostasis and energy (includes topics such as nervous and hormonal communication, excretion, photosynthesis and respiration).

**Module 6:** Genetics, evolution and ecosystems (includes topics such as cloning and biotechnology, patterns of inheritance, manipulating genomes and ecosystems).

#### *How is it assessed?*

**Paper 1:** Biological processes is a 2-hour 15-minute written examination worth 37% of total A-level.

**Paper 2:** Biological diversity also is a 2-hour 15-minute written examination worth 37% of the total A-level.

**Paper 3:** Unified biology is a 1-hour 30-minute written examination worth 26% of the total A-level.

Practical Endorsement in Biology (non-exam assessment)

#### *Why is it a useful qualification?*

An important foundation for those wishing to pursue any career in which biology is a part, e.g. medicine, veterinary medicine, dentistry, forensic science, biotechnology, biochemistry, physiotherapy, nursing, marine biology, astrobiology or environmental science.

For all students (not just those wanting to pursue a biology-related career), studying A level biology allows the development of important transferrable skills including investigative, problem solving, research, decision-making, mathematical and analytical skills. Furthermore, it will enable students to make informed decisions on many current issues that are having or will have an impact on our lives, for example, the use of gene therapy in medicine and the effect of climate change on biodiversity.

# RMGS

# BUSINESS

## A LEVEL (AQA)

### ***What are the aims of the course?***

To develop a critical understanding of organisations by demonstrating the inter-related nature of business using business models, theories and techniques in order to analyse and appreciate contemporary business issues and situations. The study of key contemporary developments such as digital technology, business ethics and globalisation which are increasingly relevant in today's society will enable students to acquire the skills of decision-making and problem solving within a business context.

### ***What does it involve?***

#### **Key areas of business:**

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance
- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

### ***How is it assessed?***

Three, equally weighted, two hour exam papers which consist of a mixture of multiple choice, data response and essay questions.

### ***Why is it a useful qualification?***

Most subjects concentrate upon a comparatively narrow subject area that they study in depth. In comparison Business looks at a wider range of interrelated ideas and issues. It is inter-disciplinary and contains elements for instance of psychology, accounts, economics and law. Therefore Business straddles the divide between Arts and Sciences and so it can be successfully combined with most other subjects to form a balanced programme of study. After all, many of our students whatever their subject specialisms will eventually find a career within the business environment.

Degree courses in business or management studies as well as more specialised courses in marketing and finance are becoming increasingly common in Higher Education. Although it is not necessary to have studied Business to be eligible for these courses, it would clearly be an advantage.

The course can also be useful to those who choose to find employment/apprenticeship after leaving school as it provides an introduction to elements of the business environment that they might encounter in their job. The course would also be of interest to those that have ambitions to start their own business at some stage in their lives

This course best suits students who are looking to actively engage with the dynamic world of business through current issues in the media and are able to links theory with reality. Enthusiasm and the ability to solve problems and think logically are essential to success in Business.



# RMGS

## Science – **CHEMISTRY**

### A LEVEL (OCR A)

#### *What are the aims of the course?*

1. To build on the knowledge and understanding gained at GCSE into all aspects of Chemistry.
2. To introduce the different branches of Chemistry and show how the subject can be broken down into different but specific areas of study.
3. To improve the practical skills by a wider range of different investigations and use of more complex apparatus.

#### *What does it involve?*

##### **Unit 1: Development of Practical Skills in Chemistry:**

Skills of planning, analyzing and evaluating which will be assessed in written examinations.

##### **Unit 2: Foundations of Chemistry:**

Atoms, molecules and equations, amount of substance, redox and acid-base reactions, electrons and bonding.

##### **Unit 3: Periodic Table and Energy:**

Periodic table, groups 2 and 7, qualitative analysis, enthalpy, reaction rates.

##### **Unit 4: Core Organic Chemistry:**

Hydrocarbons, alcohols and haloalkanes, organic synthesis and analytical techniques.

##### **Unit 5: Physical Chemistry and Transition Elements:**

Rates and equilibrium, pH and buffers, entropy, redox and electrode potentials, transition elements.

##### **Unit 6: Organic Chemistry and Analysis:**

Aromatics, carbonyl, carboxylic acids and esters, nitrogen compounds, polymers, organic synthesis, chromatography and spectroscopy.

#### *How is it assessed?*

**Paper 1** 2hr 15 minute examination with a mixture of multiple choice, structured questions Units 1, 2, 3 and 5 covering theory and practical skills.

**Paper 2** 2hr 15 minute examination with a mixture of multiple choice, structured questions Units 1, 2, 4 and 6 covering theory and practical skills.

**Paper 3** 1hr 30 minute examination with structured and extended response questions covering All units theory and practical skills.

Practical endorsement in Chemistry (non-exam assessment)

#### *Why is it a useful qualification?*

Essential subject for any student wishing to study any Science subject at degree level but especially medical related subjects. Chemistry demonstrates analytical and logical thinking and is therefore highly regarded by many degree subject tutors for whose subject logical thinking is required such as Law and Accountancy.

# RMGS

# COMPUTER SCIENCE

## A LEVEL (AQA)

### ***What are the aims of the course?***

This course is suitable for students who have a keen interest in computers and who want to know more about how they work. It aims to encourage computational thinking and problem solving skills through the use of computer programming.

### **A Level Modules**

#### ***Paper 1:***

*40% of the total A-level marks*

This is assessed by means of a 2½ hour on-screen examination.

#### ***This module covers:***

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation

#### ***Paper 2:***

*40% of the total A-level marks*

This is assessed by means of a 2½ hour written examination.

#### ***This module covers, amongst other topics:***

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Fundamentals of functional programming

#### ***Paper 3:***

*20% of the total A-level marks*

This module is internally assessed and externally moderated. Candidates will be required to document the stages of a programmed solution to a real problem associated with a user whose realistic needs should be taken into account when specifying, designing and implementing the solution.

#### ***This module covers:***

- Systems development, incorporating analysis, design, implementation, testing, training, maintenance and evaluation

### ***Why is it a useful qualification?***

The course is not about learning to use tools or just training in a programming language. Instead the emphasis is on computational thinking. Computational thinking is a kind of reasoning used both by humans and machines. Thinking computationally is an important life skill. Thinking computationally means using abstraction and decomposition. The study of computation is about what can be computed and how to

compute it. Computer Science involves questions that have the potential to change how we view the world. For example, we may be computing with DNA at some stage in the future with computer circuits made of genes. This leads to the question does the natural world 'compute'?

Experimental Computer Science can be done with computers where we can learn more about the natural world by observing the emergent behaviour of a colony of interacting software agents in a simulation. Computing/Computer Science is about designing new algorithms to solve new problems. In this sense Computer Science is no more about computers than astronomy is about telescopes. Many great challenges lie in the future for Computer Scientists to solve. This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

# RMGS

## DESIGN & TECHNOLOGY: PRODUCT DESIGN

### A LEVEL

#### *What are the aims of the course?*

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

#### *What does it involve?*

##### **Technological understanding**

Through modern and developing technologies we exert an ever-greater influence on our surroundings by making improvements to housing, transport, communications and the everyday objects we use, at work and in leisure. Design Technology helps to develop the knowledge, skills and understanding, which makes this possible. It also prepares students to meet the future challenges of sustainability, in the face of increasing world population, climate change and finite resources, and to continue the development and control of technological advances.

##### **Design thinking**

The rigorous process that underpins designing and making activity demands both creative speculation and logical decision making to arrive at valid, and better, solutions. The essential core of Design Technology lies within the balances between: creativity and control; and thought and action. These thinking and practical skills are invaluable to each and every individual.

##### **Evaluation of products and services**

Industry and consumerism are now integral parts of our culture and everyone needs to be equipped to play their part, be it through contribution or response. Design Technology helps students express preference and exercise influence on their spending.

##### **Skills for life**

Through engaging with designing and making activities students develop a range of skills and personal qualities which will support them through life – and are valued by employers. These skills include independence, team working, resilience, resourcefulness, risk taking and entrepreneurship.

#### *How is it assessed?*

##### **Paper 1**

Written exam: 2hours [Core technical principles and core designing and making principles.]

100 marks

**25% of A Level**

Mixture of short answer, Multiple choice and extended response

##### **Paper 2**

Written Exam : 2 Hours [Specialist Knowledge , technical and designing principles]

**25% of A Level**

Mixture of short answer, multiple choice and extended response questions.

##### **Section A:**

- Product Analysis.

- Up to 6 short answer questions based on visual stimulus of product(s).

**Section B:**

- Commercial manufacture.
- Mixture of short and extended response questions

**NEA ( Non-Exam Assessment)**

Practical application of technical principles, designing and making principles and specialist knowledge.

Substantial Design and Make task

45 Hours

100 marks

**50% of A Level**

Written or Digital design portfolio and photographic evidence of final prototype.

***Why is it a useful qualification?***

Design and technology is a practical and valuable subject. It enables young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world. Additionally, it provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others. Design and Technology makes a unique and valuable contribution to the education and preparation for life for every student. For some it can be the start-point for highly satisfying and successful careers in industries that bring increasing economic benefit to the UK.

# RMGS

## DRAMA & THEATRE

### A Level (Edexcel)

A Level Drama & Theatre offers students a wide range of opportunities to explore options in acting and design. This highly creative and academic course provides a solid foundation for students wishing to pursue a myriad of career options post 18.

#### ***What are the aims of the course?***

- To promote an enjoyment of and an interest in drama and theatre both as a participant and as an informed member of an audience.
- To extend the skills, knowledge and understanding needed to communicate through drama and theatre.
- To develop an understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre.
- To experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling students to grow creatively and imaginatively in both devised and scripted work.
- To provide a worthwhile and complete course of study that broadens experience, develops imagination, fosters creativity and promotes personal and social development through the exploration of drama and theatre.

#### ***What does it involve?***

The course is taught in three components covering:

- C1: Devised drama
- C2: Performing from a scripted text
- C3: Responding to scripted texts from the perspective of actor, director and designer
- C3: Critically evaluating and analysing live theatre

#### ***How is it assessed?***

- Internal examination and external moderation of devised performances
- External examination and moderation of scripted performances
- Externally examined written paper
- Weighting divided amongst practical and written work

#### ***Why is it a useful qualification?***

The A Level in Drama & Theatre provides a strong foundation for those students wishing to pursue further study in the after they leave school. The course also enables students to gain access to a range of people-orientated careers.



# RMGS

# ECONOMICS

## A LEVEL (Edexcel)

### *What are the aims of the course?*

To enable students to better understand the workings of a complex economy and how it has a direct bearing on them. They should also be able to interpret and analyse economic data and make judgments about its significance.

### *What does it involve?*

The A level is structured into four coherent themes to support teaching and learning:

**Theme 1** introduces students to markets and market failure

**Theme 2** introduces students to the UK economy, focusing on performance and policies

**Theme 3** explores business behaviour and the labour market

**Theme 4** considers a global perspective including a study of the financial sector

### *How is it assessed?*

Three, two hour exam papers which consist of a mixture of multiple choice, data response and essay questions:

Paper 1 (35%) covers microeconomics (themes 1 and 3)

Paper 2 (35%) covers macroeconomics (themes 2 and 4)

Paper 3 (30%) is synoptic and therefore includes both micro and macro questions.

### *Why is it a useful qualification?*

Economics can be studied in combination with a wide range of other subjects and so gives students the breadth of study which universities now demand.

Logical reasoning and problem solving skills are an inherent part of the study of economics and it is therefore a very useful qualification in preparation for higher education courses, not only in economics but also in subjects as diverse as business, accountancy, law, geography, history or politics.

Past students of Economics have found careers in central and local government, the financial services sector, accountancy and all aspects of business management.

The course is best suited to those with an active interest in current affairs.

# RMGS

# ENGLISH LITERATURE

## A LEVEL (AQA)

### ***What are the aims of the course?***

The course aims to encourage an enjoyment and appreciation of English Literature, based on informed personal response. We welcome enthusiastic readers onto the course, but also those who may not have read widely but have enjoyed discussing and exploring literature in English lessons at GCSE. We hope students will learn to understand, appreciate and analyse the writing of a range of writers, in a range of genres, from a range of periods. Lastly, we wish to foster a thought-provoking environment in the course, leading to perceptive and insightful discussion.

### ***What does it involve?***

English Literature teaches higher level communication skills through the study of literary texts. There is a very wide and interesting range of texts for us to choose from. Students who take the course learn to recognise how writers make creative decision to entertain, engage and convey certain messages to their readers. A level English Literature students study poems, novels and plays, and through this study they develop a critical awareness of how literary writers in particular (but all writers, essentially) make stylistic choices to impact readers in many ways.

### ***How is it assessed?***

The A level has two examined modules that focus on two literary genres: tragedy and political / social protest writing. When studying tragedy students learn about the conventional settings of tragedies and the journey towards death of the protagonists, their flaws, pride and folly, their blindness and insight. They evaluate the role of the tragic villain, who directly affects the fortune of the hero, and is partly responsible for their demise. When studying political / social protest writing students explore ideas such as how writers present the abuse of power and the questioning of authority, and how writers give voices to the voiceless. Students explore the intentions of writers who present fictional creations which reflect the real world in which we all live. Central themes of power, repression, inequality and protest will be key to an appreciation of the genre. At the end of the course students will take two examinations, one of which will be closed book; each module represents 40% of the overall A level qualification.

In addition to examinations, students will also produce non-exam assessment (NEA). They will write two short essays, reading a novel and a poetry collection, applying a critical theory (narrative, feminist, Marxist, post-colonial or eco-criticism) to their texts. This module affords students much freedom in their text choice and allows them to explore how applying literary theory can yield very specific and sometimes less overt meanings from literature. The module is worth 20% of the total A level.

Currently our set examination texts are: *Othello* (Shakespeare), *Death of a Salesman* (Miller) and the poetry of John Keats for the tragedy module; *The Kite Runner* (Hosseini), *The Handmaid's Tale* (Atwood) and *Songs of Innocence and of Experience* (Blake) for the political / social protest writing module. Text choice for NEA is more flexible and, in some cases, even negotiable.

### ***Why is it a useful qualification?***

We think there are many good reasons to study English Literature at A level. Here are just three:

1. We are confident that studying our course will nurture the student's cultured and creative character. If a student opts to study English Literature, they will be entertained by celebrated authors, but will also be plugged in to some of the finest minds in history. Students will appreciate themes and issues which reflect and shape our society, developing empathy and emotional intelligence (desirable character traits for employers) as they go.
2. Students who take English Literature develop written communication skills, learning to write convincingly, concisely and accurately. All employers seek to employ people who are literate and can communicate effectively. A level (and degree level) study of English Literature can specifically lead to a number of professions, but more broadly lead to a wide number of graduate jobs which require high levels of spoken and written literacy.
3. A level English Literature is a highly regarded, academic subject. Before the term was dropped in 2019, English Literature was one of The Russell Group's 'facilitating subjects'. It is perceived as a rigorous and challenging A level by the top universities in the UK.

# RMGS

# FILM STUDIES

## A LEVEL

### ***What are the aims of the course?***

Film Studies is a fast expanding and innovative field. We follow the EDUCAS syllabus. Our course aims to extend your critical understanding of film, arguably the major art form of the twentieth century. The course offers opportunities to study mainstream and independent American and British films from the past and the present as well as more recent global films, both non-English language and English language.

### ***What does it involve?***

***Component 1: American and British Film (Written examination: 3 hours. 35% of qualification)*** This unit focuses on how a film generates meaning and audience response, and involves close analysis of sound, lighting, editing, cinematography, mise-en-scène (setting, props, staging, costume) and performance. You will also analyse narrative structure and genre. Your skills of film analysis will be developed through the study of

- One classical Hollywood film (1940s and 1950s) – *Vertigo* (Alfred Hitchcock, 1958) – a suspense thriller by one of the masters of cinema, voted the greatest film of all time by Sight and Sound magazine in 2012
- Two Hollywood films produced since the 1970s – *Blade Runner – Director's Cut* (Ridley Scott, 1992), a dystopian sci-fi film that helped to reinvent film noir, and *La La Land* (Damien Chazelle, 2016) an Oscar-winning reinvention of the classic Hollywood musical
- One contemporary American independent film – *Winter's Bone* (Debra Granik, 2010), a bleak and haunting film with a star-making performance from Jennifer Lawrence.
- Two British films – *Trainspotting* (Danny Boyle, 1996), following Ewan McGregor's attempt to escape from the Edinburgh heroin scene, and *Under The Skin* (Jonathan Glazer, 2013), starring Scarlett Johansson as a mysterious alien in this disturbing arthouse sci-fi horror.

### ***Component 2: Varieties of film (Written examination: 3 hours. 35% of qualification)***

- Silent film, exploring the birth of cinema through the analysis of F.W. Murnau's German Expressionist masterpiece, *Sunrise* (1927)
- Experimental film – *Pulp Fiction* (1994), a postmodern crime film directed by Quentin Tarantino
- One documentary film – *Amy* (Asif Kapadia, 2015), a British documentary exploring the life and death of Amy Winehouse
- Two international, non-English language films, one European and one from outside Europe – *Pan's Labyrinth* (Guillermo del Toro, 2006) a dark fantasy film set against the backdrop of the Spanish civil war, and *Timbuktu* (Abderrahmane Sissako, 2014), an African film exploring the impact on the local community when the town is taken over by Muslim fundamentalists.

### ***Component 3: Production (Non-exam assessment. 30% of qualification)***

This section is assessed through coursework. It gives you the opportunity to put into practice your own filmmaking ideas and skills. The production may take the form of either a short film or a screenplay/storyboard for a short film. Whichever option is chosen, you will develop a specified narrative structure (e.g. a narrative twist or a narrative which begins with an enigma). Your coursework will be informed by the study of short film, an extremely flexible art form.

### ***How is it assessed?***

You will be assessed through two examinations (35% each) and coursework (30%).

### ***Why is it a useful qualification?***

Film Studies students, as trained critical thinkers and analysts, benefit from all the skills, advantages and career opportunities of students of more traditional A Level subjects. They are particularly well placed for further training and careers in the cinema, television and media industries. The course develops writing and analytical skills and provides an excellent foundation for students who wish to study Media or Arts subjects at university. Film Studies is a widely respected A Level, and Film Studies is offered at a range of excellent universities, including Warwick, Nottingham, Exeter, University of London, University of Reading and University of Kent at Canterbury. Film Studies is not a handicap to studying at well-respected institutions, and RMGS students have gone on to study at Oxford universities after completing A Level Film Studies.

# RMGS

## MODERN LANGUAGES - FRENCH

### A LEVEL (AQA)

#### *What are the aims of the course?*

To enable students to understand a wide variety of spoken and written French and to communicate confidently, clearly and effectively in French in both speaking and writing.

To find out about, research and develop opinions about the society, culture and heritage of countries and communities where French is spoken.

Most importantly, to **enjoy** listening to, speaking, reading and writing French!

#### *What does it involve?*

Students will practise the four areas of language learning by:

- **listening** to recordings and watching extracts from films and TV in French
- **reading** a range of materials, from short extracts to more in-depth articles on a range of topics
- **speaking** in class activities and during a regular lesson with the French Assistant
- revising and extending their knowledge of grammar, **writing** essays of up to 300 words in length, and translating longer passages between French and English
- having the opportunity to **visit** France during the course

#### *How is it assessed?*

- **Paper 1 – Listening, Reading and Writing** (2 hours 30 minutes) – questions will be based on current issues and trends, artistic culture, and aspects of political life where the language is spoken. Students' grammatical knowledge will also be assessed. 40% of A level.
- **Paper 2 – Writing** (2 hours) – An essay paper where students are asked to write two 300-word essays based on a set text and a set film which they have studied during the course. 30% of A level.
- **Paper 3 – Speaking** (21 to 23 minutes, including 5 minutes' preparation time) – the student is asked to debate an aspect of French society for 5-6 minutes, and this is followed by a presentation of 2 minutes and a discussion for a further 9-10 minutes based on the student's individual research project. 30% of A level.

#### *Why is it a useful qualification?*

An A level qualification in a modern language is extremely well regarded by the top universities and by employers in almost any field. During the course, students develop important communication and interpersonal skills, as well as techniques for language learning which they can apply to the study of further languages. An A level in French would fit in with any Arts or Humanities subject, but would also give students of STEM subjects the breadth of study which many universities and employers consider so desirable.

# RMGS

# GEOGRAPHY

## A LEVEL (AQA)

### *What are the aims of the course?*

Geography is a diverse and engaging subject that covers issues relevant to our world today. At A Level, the emphasis is on the inter-relationships between and within the physical and human environments.

Geography A Level aims to ensure students

- develop a knowledge of locations, places, processes and environments
- develop an in-depth understanding of physical and human geography and their interactions
- become confident and competent in selecting, using and evaluating a range of skills including fieldwork

### *What does it involve?*

#### Physical geography

1. Water and carbon cycles
2. Coastal systems and landscapes
3. Hazards

#### Human geography

4. Global systems and global governance
5. Changing places
6. Population and the environment

You are encouraged to develop competence in a variety of practical skills to support your geographical knowledge and understanding by attending a residential fieldtrip (a minimum of **four days of fieldwork** must be completed) and to carry out a **Geography fieldwork investigation** of your own choosing.

### *How is it assessed?*

#### Component 1: Physical Geography

A written exam on the three topics stated above: 2h30m, 120 marks which equates to 40% of the A-level

#### Component 2: Human Geography

A written exam on the three topics stated above: 2h30m, 120 marks which equates to 40% of the A-level

#### Component 3: Geographical investigation

Students complete an individual investigation which must include data collection. 60 marks which equate to 20% of the A level.

### *Why is it a useful qualification?*

Geography combines well with almost all other A level subjects. Geography is considered by universities as a facilitating subject. Taken with the science and Mathematics, it supports applications for almost any science based university course such as Engineering, Psychology, Environmental Sciences, Oceanography and Geology. Taken with humanities such as English, French, History or Economics, it equally supports a wide range of university course such as Law, Business, Media, Politics and Philosophy. Skills of collecting, analysing and interpreting data, communicating findings and developing links are recognised by employers and universities as being of great value.

Geography opens up a wide range of career opportunities; increasingly major UK employers are placing it alongside Economics, Business Management, Science, Mathematics and Engineering as desirable for their subject specific graduate employees. In a globalised economy employers like their employees to know how the world works. Geographers remain amongst the most employable university graduates.



# RMGS

## MODERN LANGUAGES - GERMAN

### A LEVEL (AQA)

#### *What are the aims of the course?*

To enable students to understand a wide variety of spoken and written German and to communicate confidently, clearly and effectively in German in both speaking and writing.

To find out about, research and develop opinions about the society, culture and heritage of countries and communities where German is spoken.

Most importantly, to **enjoy** listening to, speaking, reading and writing German!

#### *What does it involve?*

Students will practise the four areas of language learning by:

- **listening** to recordings and watching extracts from films and TV in German
- **reading** a range of materials, from short extracts to more in-depth articles on a range of topics
- **speaking** in class activities and during a regular lesson with the German Assistant
- revising and extending their knowledge of grammar, **writing** essays of up to 300 words in length, and translating longer passages between German and English
- having the opportunity to **visit** Germany during the course

#### *How is it assessed?*

- **Paper 1 – Listening, Reading and Writing** (2 hours 30 minutes) – questions will be based on current issues and trends, artistic culture, and aspects of political life where the language is spoken. Students' grammatical knowledge will also be assessed. 40% of A level.
- **Paper 2 – Writing** (2 hours) – An essay paper where students are asked to write two 300-word essays based on a set text and a set film which they have studied during the course. 30% of A level.
- **Paper 3 – Speaking** (21 to 23 minutes, including 5 minutes' preparation time) – the student is asked to debate an aspect of Germanic society for 5-6 minutes, and this is followed by a presentation of 2 minutes and a discussion for a further 9-10 minutes based on the student's individual research project. 30% of A level.

#### *Why is it a useful qualification?*

An A level qualification in a modern language is extremely well regarded by the top universities and by employers in almost any field. During the course, students develop important communication and interpersonal skills, as well as techniques for language learning which they can apply to the study of further languages. An A level in German would fit in with any Arts or Humanities subject, but would also give students of STEM subjects the breadth of study which many universities and employers consider so desirable.

# RMGS HISTORY A Level (AQA)

## *What is the aim of the course?*

To encourage students to develop knowledge and understanding of:

- German history from Unification under Bismarck to Reunification and the fall of the Berlin Wall
- The reign of Henry VIII and the reasons for, and consequences of, the split with Rome and the creation of the Church of England
- The changes to the Church of England during the reigns of Edward VI, Mary and Elizabeth I
- The history of the United States foreign policy from the Spanish American War to the recent Iraq/Gulf War

## *What does it involve?*

The course consists of three components:

- Component 1 – Breadth Study: The Quest for Political Stability: Germany, 1871–1991
- Component 2 – Depth Study: Religious Conflict and the Church in England, c1529–c1570
- Component 3 - An investigation based on the history of the USA from c1890-2010

## *How is it assessed?*

### Linear A Level – Year 13

- Component 1 – Breadth Study: The Quest for Political Stability: Germany, 1871–1991. 2 hour 30 minutes written examination – 40% of the A Level result
- Component 2 – Depth Study: Religious Conflict and the Church in England, c1529–c1570. 2 hour 30 minutes written examination – 40% of the A Level result
- Component 3 – a school assessed assignment of approximately 3,500 words on 100 years of America's foreign policy. 20% of the A Level result

## *Why is it a useful qualification?*

- The course will give you insight into why individuals in the past made decisions that changed the shape of world history
- The course will provide important insights into key developments in the history of England in the 16<sup>th</sup> century and changes in the modern world during the late nineteenth and twentieth century. Such as the formation of the Church of England and the development of the Holocaust in Nazi Germany
- The subject helps provide the depth of study which universities now demand and links usefully with many other subjects including Classical Civilisation, Government and Politics, Economics, Sociology and Psychology.
- It allows students to develop written, research and analytical skills. The personal investigation you undertake will be very similar in style to an undergraduate university essay and will therefore prepare you well for future studies.

# RMGS MATHEMATICS A LEVEL, FURTHER MATHEMATICS AS LEVEL AND A LEVEL AND CORE MATHS LEVEL THREE CERTIFICATE (OCR MEI)

## *What are the aims of the course?*

Students will be encouraged to develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.

To develop ability to reason logically and recognise incorrect reasoning, to generalize and to construct mathematical proofs

To extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems

## *What does it involve?*

**Pure Mathematics** This extends GCSE work in algebra, coordinates and trigonometry whilst introducing new ideas and techniques, such as calculus, in abstract mathematical theory and the ideas of proof.

**Mechanics** This is a mathematical model in which systems of forces are analysed and the motion of bodies is considered by developing ideas such as acceleration, energy and momentum, which may have been met in Physics.

**Statistics** This develops the ideas of probability and statistics met in GCSE mathematics, progressing to the modelling of real life situations with probability and the analysis of real life data in statistics.

For A level Mathematics two thirds of the work will be Pure Mathematics. The other third will be part Mechanics and part Statistics.

For A level Further Mathematics the work will be equally divided between Further Pure Mathematics, Mechanics and Statistics in year 12. In year 13 half of the work will be Further Pure Mathematics and either a third Mechanics and a sixth Statistics or a third Statistics and a sixth Mechanics.

Further Mathematics is an extra A level. Students studying Further Mathematics must also study Mathematics so they will have two qualifications in Mathematics. Further Mathematics is a harder subject than Mathematics, but this is recognised by universities as a harder qualification. Further Mathematics must be taken as a fourth subject and unlike other subjects there will be AS exams taken at the end of year 12. Students can then choose to continue A level Further Mathematics in year 13 if they achieve a good AS grade at the end of year 12

Core Mathematics is a level three qualification (AS level equivalent).

All exams are taken at the end of year 12, so students will have a grade and not just a predicted grade for their UCAS application. Topics covered include; Financial Problem solving (looking at tax, insurance, AER and APR and

investments). Statistics (including the normal distribution, correlation coefficients and hypotheses testing); Estimating and risk (including Fermi estimations and risk assessments linking to investment)

For the statistic parts of both A level Mathematics and Core Mathematics there will be pre-release material of a 'Large Data Set' used during the year.

### ***How is it assessed?***

Mathematics A Level – Year 13 Three 2 hour exams, one in Pure Mathematics one in Pure Mathematics and Mechanics and one in Pure Mathematics and Statistics.

Further Mathematics AS Level – Year 12 Three 1.15 hour exams in Further Pure Mathematics, Further Mechanics and Further Statistics

Further Mathematics A Level – Year 13 One 2.40 hour exam in Further Pure Mathematics and either one 2.15 hour exam in Mechanics and one 1.15 hour exam in Statistics or one 2.15 hour exam in Statistics and one 1.15 hour exam in Mechanics.

Core Mathematics – Year 12 Two 2 hour exams. Paper 1 'Introduction to Quantitative Reasoning'. Paper 2 'Statistical Problem Solving'

### ***Why is it a useful qualification?***

Mathematics is enjoyable and worth studying in its own right as well as being a supporting subject for the physical and social sciences. There is evidence to suggest that students who apply to University to study subjects such as Economics are given more favourable offers if they are studying A level Mathematics. In addition, research carried out at the LSE has found that there is a high wage premium (up to +11%) associated with having studied Mathematics at A level. An essential part of mathematics study is the challenge of analysing and solving a problem and the satisfaction and confidence gained from achieving a 'correct' answer.

Other areas for which A level mathematics is important include medicine, architecture, banking, stock market, accountancy, insurance, computing and ICT.

For Further Mathematics, students will have an AS grade and not just a predicted grade for their UCAS application.

Core Mathematics has a strong focus on problem solving. It links very well with Business Studies and Economics as many aspects of finance are included in the course. Much of the statistics in Core Mathematics also links well with Psychology, Geography and Biology

# RMGS

# MUSIC TECHNOLOGY

## A LEVEL

### *What are the aims of the course?*

To introduce students to the skills and knowledge needed to work in the Music Technology and creative arts industries. Students will learn to use the technology in a musical and creative way.

### *What does it involve?*

- **Recording** – one recording chosen from a list of 10 possible artists provided by Edexcel. Recorded using Cubase in the school's recording studio.
- **Technology-based composition** – one composition based on one of three briefs set by the exam board. Sequenced using Cubase, requiring students to synthesize their own sounds, manipulate audio, and make creative use of effects.
- **Listening and Analysing** – learning about recording and production techniques and principles
- **Producing and Analysing** – knowledge and understanding of editing, mixing, and production techniques, and how to apply these techniques to audio provided by the exam board. The principles of sound and audio technology.
- 

Students will have to work independently and manage their own time.

### *How is it assessed?*

- **Recording** – An audio file of the final recording is submitted, alongside a logbook discussing the recording process and creative decisions made. 20% of the qualification.
- **Technology-based composition** – An audio file of the final composition, alongside a logbook detailing the sound design, synthesis, sampling, and creative effects plus the compositional process. 20% of the qualification.
- **Listening and Analysing** – an exam lasting 1 hour 30 minutes. Questions will be based on commercially available recordings, and will require students to discuss aspects of recording, production, and musical context. Each student will have their own CD to listen to the audio as many times as they require during the exam. 25% of the qualification.
- **Producing and Analysing** – an exam lasting 2 hours 15 minutes, plus time to set up. Students will use Cubase to complete practical tasks, alongside written responses to questions. 35% of the qualification.

### *Why is it a useful qualification?*

The course develops musical, technical, and teamwork skills, and provides access to music-related careers such as sound engineering and working in film or television. It also provides a firm foundation for students wishing to study Music or Music Technology at university.

It will complement other creative and scientific subjects.

# RMGS MUSIC A LEVEL

## ***What are the aims of the course?***

To extend students' knowledge, skills and understanding of Music through practical performance, composition, and analysis of a wide variety of styles.

## ***What does it involve?***

The course is split into three key areas:

- Performing – as a soloist, in an ensemble, or both
- Composing – to a brief set by OCR, with the option of a second, learner-defined, brief.
- Listening and Appraising – a listening exam based on set works studied during the course and also general listening questions. The course will cover music from the Baroque period up to the present day, including both classical and pop / jazz styles.

## ***How is it assessed?***

All students have to perform and compose as part of the A Level. However, they are able to pick one to have a heavier mark weighting depending on their strengths and weaknesses. This decision will be made in conjunction with their Music teachers.

- **Performing** is assessed through a Recital performance, which is recorded and moderated by the exam board. The minimum length expected is 6 minutes, with 10 minutes required for those selecting the heavier weighting.
- **Composing** briefs are set by OCR. Students will learn how to create, develop, and extend their ideas and will explore different compositional styles and techniques. Those choosing to have the higher weighting on composition will submit a second composition and also three short technical exercises.
- **Listening and Appraising** will require students to analyse and appraise familiar and unfamiliar music. There are set works and styles, as well as related listening. It is examined as a written exam including aural extracts.

## ***Why is it a useful qualification?***

The course develops the all-round musician to broaden experience and foster creativity; encouraging lifelong learning and providing access to music-related careers. Music is both a practical and a highly academic subject, and proves to prospective universities and employers a wide range of transferrable skills. Furthermore it provides a firm foundation for students wishing to study any aspect of Music at university.



# RMGS

## PHYSICAL EDUCATION

### AQA A Level

#### Subject content

1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society
4. Exercise physiology
5. Biomechanical movement
6. Sport psychology
7. Sport and society and the role of technology in physical activity and sport

#### Assessments

<b>1. Paper 1: Factors affecting participation in physical activity and sport</b> <b>What's assessed</b>  <b>Section A:</b> Applied anatomy and physiology <b>Section B:</b> Skill acquisition <b>Section C:</b> Sport and society
<b>How it's assessed</b>  Written exam: 2 hours 105 marks <b>35% of A-level</b>
<b>Questions</b>  <b>Section A:</b> multiple choice, short answer and extended writing (35 marks) <b>Section B:</b> multiple choice, short answer and extended writing (35 marks) <b>Section C:</b> multiple choice, short answer and extended writing (35 marks)
<b>2. Paper 2: Factors affecting optimal performance in physical activity and sport</b> <b>What's assessed</b>  <b>Section A:</b> Exercise physiology and biomechanics <b>Section B:</b> Sport psychology <b>Section C:</b> Sport and society and technology in sport
<b>How it's assessed</b> Written exam: 2 hours (105 marks, 35% of A-level)
<b>Questions</b> <b>Section A:</b> multiple choice, short answer and extended writing (35 marks) <b>Section B:</b> multiple choice, short answer and extended writing (35 marks) <b>Section C:</b> multiple choice, short answer and extended writing (35 marks)
<b>3. Non-exam assessment: Practical performance in physical activity and sport</b>

**What's assessed**

Students assessed as a **performer or coach** in the full-sided version of one activity from the list of sports / activities on the AQA A-Level PE specification.

**How it's assessed**

Internal non-exam assessment, external moderation

Written / verbal analysis of performance.

90 marks

30% of A-level

***Why is it a useful qualification?***

This is a widely accepted entry qualification course for higher education. It is also a worthwhile course for candidates in terms of general education and lifelong learning.

# RMGS

## Science - **PHYSICS**

### A LEVEL (OCR)

#### ***What are the aims of the course?***

A Level Physics has been developed for students who wish to continue with a study of Physics after GCSE. Such a course will prepare students to progress into further education, to follow courses in Physics, Engineering, one of the other sciences or related subjects, or to enter employment (such as game design or finance) where a knowledge of physics would be useful.

#### ***What does it involve?***

- Motion
- Forces in action
- Work, energy and power
- Materials
- Newton's laws of motion and momentum.
- Charge and current
- Energy, power and resistance
- Electrical circuits
- Waves
- Quantum physics
- Thermal physics
- Circular motion
- Oscillations
- Gravitational fields
- Astrophysics
- Capacitors
- Electric fields
- Electromagnetism
- Nuclear and particle physics
- Medical imaging

#### ***How is it assessed?***

- Modelling physics (01) 100 marks 2 hours 15 minutes written paper (37%)
- Exploring physics (02) 100 marks 2 hours 15 minutes written paper (37%)
- Unified physics (03) 70 marks 1 hour 30 minutes written paper (26%)
- Practical endorsement in physics (04)\* (non-exam assessment)

#### ***Why is it a useful qualification?***

The course is a sound preparation for degree-level and other higher education courses in physics and related sciences, engineering, and medicine as well as chemical engineering and related programmes.

# RMGS

# POLITICS

# A LEVEL

## *What are the aims of the course?*

To develop students' critical awareness of the nature of politics both in the UK and other societies. To make students aware of the rights and responsibilities of individuals in a democratic society and to encourage them to be active citizens.

## *What does it involve?*

Students will develop a wide range of political knowledge which will allow them to develop:

- knowledge of contemporary political structures and issues within the **UK and US**.
- a critical awareness of the **changing nature of politics**
- knowledge and an informed understanding of the influences and interests which **impact on political decisions**.
- knowledge and an informed understanding of the **rights and responsibilities** of individuals and groups
- interpretation and evaluation of political information to make **effective judgements**

## *How is it assessed?*

This Edexcel course is linear and will be assessed in three exams at the end of the two years.

Each exam will take the form of extended-writing (essay-style) tasks and will last 2 hours.

## *The specific topics to be covered are:*

- Elections and voting (voting behavior, factors influencing election outcomes, referendums)
- Political participation in the UK (e.g., voting systems, role of pressure groups, UK rights, suffrage)
- Political parties (funding, reasons for success/failure, historical development)
- Government in the UK (e.g., British constitution, accountability of government, role of the judiciary, impact of devolution)
- The European Union
- Political Ideas (e.g., Socialism, Liberalism, Conservatism, Anarchism)
- Comparative politics (comparing the UK with USA)
- Government and politics of the USA (e.g., The Constitution, Congress, President; Supreme Court, Civil Rights)

## *Why is it a useful qualification?*

The course develops writing and analytical skills and provides an excellent foundation for those students wishing to study any Social Science, Arts or Humanities subjects at university. It would also give Science and Mathematics students the breadth of study which universities and employers now demand.

# RMGS

# PSYCHOLOGY

## A Level

### *What are the aims of the course?*

Psychology is the scientific study of behaviour and mental processes. The A Level course aims to develop your knowledge and understanding of psychological theories, concepts, methodology, research and applications. You will develop your understanding of the different areas of Psychology, and develop your skills of analysis, interpretation, research and evaluation.

### *What does it involve?*

The subject matter of psychology is wide-ranging, and psychology has many applications. Theories are developed to explain behaviour. Scientific methods are used to investigate the causes of human behaviour and to test theories.

### *How is it assessed?*

#### ***Paper 1 – Introductory Topics in Psychology (2 hour written examination)***

- ***Social Psychology – Social Influence:*** This section is concerned with how our behaviour is influenced by other people. You will study processes involved in conformity and minority influence, and will investigate obedience to authority. ***Cognitive Psychology – Memory:*** This approach focuses on the ways that people process information. You will study memory processes and explanations of forgetting, and consider the reliability of eyewitness testimony.
- ***Developmental Psychology – Attachment:*** You will study the development attachment bonds between infants and caregivers, the effects of disruption of attachment, and the effects of early attachments on later relationships.
- ***Psychopathology:*** This section focuses on mental health issues, and looks at attempts to define psychological abnormality. You will look at the characteristics of phobias, depression and OCD (obsessive-compulsive disorder), and investigate biological and psychological explanations and treatments for these mental disorders.

#### ***Paper 2 – Psychology in Context (2 hour written examination)***

- ***Approaches in Psychology:*** Psychology adopts a range of different approaches to explain human behaviour. In this section you will look at the origins of Psychology, and analyse the assumptions of five different psychological approaches.
- ***Bio-psychology:*** You will consider the role of biological factors in explaining human behaviour. You will study the brain and nervous system, considering the way different functions are located in the brain and how the brain adapts after damage. You will investigate biological rhythms, such as sleep and seasonal affective disorder.
- ***Research Methods:*** Psychology systematically tests theories by conducting research, using a wide variety of methods. You will learn about different experimental and non-experimental research methods and how to design and conduct psychological research. You will learn to use statistics to analyse data, and you will also consider the nature of science.

#### ***Paper 3 – Issues and Options in Psychology (2 hour written examination)***

- ***Schizophrenia:*** You will study the characteristics of schizophrenia, biological and psychological explanations of this serious mental disorder, and biological and psychological treatments and therapies, evaluating their effectiveness.

- **Aggression:** You will consider biological factors in aggression (neural mechanisms, hormones, genetics) and consider how aggression has evolved. You will consider how aggression can be learned or arise from frustration, and study media influences on aggression, such as video games.
- **Cognition and development:** You will study how children think and learn. You will study stages of intellectual development and the role of others in helping children develop their thinking skills. You will consider how children learn to understand the perspective of other people, and will study disorders such as Autism and Asperger's Syndrome.
- **Issues and Debates in Psychology:** In this section you will explore issues and debates that run across all of Psychology. These include issues such as gender bias and cultural bias in research, ethical issues that arise in relation to psychological research, the nature-nurture debate, and philosophical issues such as free will and determinism.

### ***Why is it a useful qualification?***

Psychology develops skills of data analysis and provides a critical understanding of the nature of research and evidence. Psychology provides skills and insights that could be useful in a range of careers, including social work, nursing, advertising, teaching, sales work, police work, management and personnel. A Level Psychology is the first step towards developing a career as a psychologist, either as a researcher, or as a clinical psychologist, forensic psychologist or one of the many other fields of applied psychology.



# RMGS

## Religious Studies

### A Level (OCR)

#### *What are the aims of the course?*

- Develop your interest in religion and belief in relation to the wider world
- Develop your knowledge and understanding through rigorous study
- Understand how religious thought has contributed to individuals, communities and societies
- Adopt an enquiring, critical and reflective approach
- Reflect on and develop your own values, opinions and attitudes in the light of your studies

#### *What does it involve?*

This course is not for the intellectually faint-hearted. It allows students to explore some of the most profound questions that have puzzled humankind: Is life absurd and meaningless? Does God exist? Can we have knowledge prior to experience of the world? Is morality relative? What is the good life? Can science and religion converge? Is there a life after death? Why does evil exist?

The course has three areas:

- Philosophy of religion
- Ethics
- Developments in Christian Thought

#### *How is it assessed?*

<b>Philosophy of religion</b>	Paper 1: 120 marks 2 hours Weighting: 33.3% of total A Level	<ul style="list-style-type: none"> <li>• Ancient philosophical influences</li> <li>• The nature of mind, body and soul</li> <li>• Does God exist?</li> <li>• Religious experience</li> <li>• The problem of evil</li> <li>• The nature of God</li> <li>• Religious language</li> </ul>
<b>Religion and Ethics</b>	Paper 2: 120 marks 2 hours Weighting: 33.3% of total A Level	<ul style="list-style-type: none"> <li>• Normative ethical theories</li> <li>• Ethical theory applied to specific topics, such as business</li> <li>• Ethical language and thought</li> <li>• Debates surrounding the idea of conscience</li> <li>• Sexual ethics and religious belief</li> </ul>
<b>Developments in religious thought (Christianity)</b>	Paper 3: 120 marks 2 hours Weighting: 33.3% of total A Level	<ul style="list-style-type: none"> <li>• Religious beliefs, values and teachings in context</li> <li>• Sources of wisdom and authority</li> <li>• Practices which shape and reflect religious identity</li> <li>• Social and historical developments</li> <li>• Key themes of religion and society</li> </ul>

### ***Why is it a useful qualification?***

This course is particularly useful for those students who want careers that involve arguments and disputation, or close examination of a text. It trains students well for higher education by allowing them to explore key ideas and texts. It fits particularly well with English, Psychology, History, Geography, Sociology and languages, but may be studied profitably in conjunction with any subjects. The ethical arguments offer useful insights to those going on to study medicine or science related subjects.

You will learn skills such as the ability to think an idea through in a systematic manner, critical analysis and the evaluation of ideas, the ability to summarise an argument, writing a persuasively, and the application of ethical theories to specific situation.

Religious Studies students go on to a wide range of careers, such as: law, education, civil service, personnel management, and anything involving the need to understand why people think and behave as they do. The ethical arguments studied offer useful insights to those going on to study medicine or science related subjects.

# RMGS

## Sociology

### A Level

#### *What are the aims of the course?*

Sociology is a social science which can best be defined as the study of people in groups and the institutions in society.

*This course aims to enable students to:*

- acquire knowledge and a critical understanding of **contemporary social processes and structures**
- appreciate the significance of **theoretical and conceptual issues** in sociological debate
- understand sociological methodology and a range of **research methods**
- reflect on **their experiences of the social world** in which they live
- develop skills which enhance their ability to **participate more effectively in adult life**

#### *What does it involve?*

Sociology is concerned with the study of people in social groups and the institutions in society. Sociologists believe that human behaviour results from the way that people interact with each other. They are therefore interested in what goes on within social groups, from the smallest, such as family or friendship groups, through to large societies. Sociologists are interested in patterns of behaviour which are learned. They believe that very few behaviours are natural, or biologically determined. They argue that most of the things we do have been taught. We are brought up to behave in certain ways by our parents, teachers and other agencies and structures in society.

Sociologists like to ask questions like:

- How does society shape our lives?
- In what ways does religion influence people?
- Why do some children do better in school than others?
- What factors lead to criminal and deviant behaviour?
- 

#### *Style of teaching and learning*

We use a wide range of teaching and learning strategies in Sociology in order to ensure that you are always fully engaged with the subject matter – this is essential if you are to make the most of the unique opportunities that this subject offers. You will partake in discussions, have access to an impressive range of published research and textbooks, receive regular opportunities to perfect your exam technique and clarify your understanding of the work covered both in class and at home.

#### *How is it assessed?*

	Content of examination	Examination style
<b>Paper 1 (33.3%)</b>	Education with Theory and Methods (Education; Methods in Context; Theory and Methods)	2 hour exam, mainly extended writing (essay-style) with a few short answer questions.
<b>Paper 2 (33.3%)</b>	Culture and Identity The Media	2 hour exam, extended writing (essay-style)
<b>Paper 3 (33.3%)</b>	Crime and Deviance with Theory and Methods	2 hour exam, mainly extended writing (essay-style) with a few short answer questions.

#### *Why is it a useful qualification?*

The value of thinking in a sociological fashion is that the subject raises lots of questions to think about. Sociology is a critical or radical subject; it is about questioning why society is as it is. It is about digging under the surface, looking at what is really going on. Sociology opens up the mind; it asks people to be critical of the world they live in. Sociology asks us to question how society works, and to think again about the many untested assumptions that we might have about the world. You will consider what the world is really like, rather than how you might have been brought up to believe it is like.

You will learn skills such as evaluation of theories, essay technique, data analysis and how to respond to information. It is a discipline accepted by universities and employers alike. Students of Sociology go onto a hugely diverse range of careers, from jobs in the media, such as researchers and journalists, to teaching and lecturing, to Police work, to Social work and health care; the list is endless.

## Sixth Form Dress Code

Sixth Formers, in a school which they share with other younger students, are in an unusual position. They have privileges and freedoms that are not granted to those in Year 7 – 11.

Staff have different views on how students should look in the Sixth Form, but none of us wants to waste time on disputes over clothes, jewellery or hair. Very importantly we have a high local reputation which is precious; outsiders do make judgements on how our students look, whether we like it or not.

Whilst we do not have a uniform or insist on smart office-wear, there are limits on how casually students are permitted to dress. Through discussion with our sixth form students, we have established a general rule that acceptable clothing will always cover the shaded area in the image below. Additionally, we have also agreed the following specific restrictions.

The following items are not acceptable:

- Jogging bottoms or sports shorts (unless taking part in a school sporting activity)
- Strapless tops, or tops with spaghetti straps
- Skirts, dresses etc. that are shorter than mid-thigh
- Cropped/micro shorts
- Cropped tops exposing midriff/T Shirts tied up to reveal midriff
- Baseball caps or fashion headwear worn inside
- Clothing with inappropriate or offensive slogans/logos/ images

Permitted items

- Hoodies or coats with hoods are fine, but hoods must be down unless up due to inclement weather.
- Sensible jewellery. (but no hoops must not be worn in ears or face).
- A nose piercing is permitted, but must be a stud.
- Jewellery of religious significance is permitted, but as with all jewellery, must be removed if it is deemed a health and safety risk in certain circumstances.
- Headwear of cultural or religious significance

