Rugby Free Secondary School

All course information is subject to change

A-Level Chemistry

This is a two year linear course and the A level is based on the exams taken at the end of year 13.

Skills Needed:

- Use the periodic table as the starting point of thinking
- Be confident in using practical equipment.
- Understand and apply mathematical equations
- Relate observable phenomena to underlying concepts
- Be resilient
- Be self motivated and independent

Enrichment Opportunities:

- UK Chemistry Olympiad competition.
- RSC spectroscopy in a suitcase -School based visit - run IR spectra and analyse mass spec, IR and NMR- Royal society of Chemistry
- Combinatorial esters-synthesise an ester, purify it, and calculate the yield. Use IR ad NMR spectroscopy to identify the starting material and the product- University of Oxford.
- Probable visit to Royal society summer exhibition.
- Chemistry in action seminars - London

Curriculum Year 1:
Students will study aspects of Physical, Inorganic and Organic chemistry in both years of the course. The Year 12 course covers the following from
1 - Physical Chemistry: Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria and Oxidation, reduction and redox equations. 2 - Inorganic Chemistry: Periodicity, Group 2 and Group 7. Alongside this students will complete the specified required practicals.

Assessment Year 1:
This course is 100% exam based and will consist of 3 written exam papers at the end of Year 13.

Paper 1: 1hr30, 80 marks, 50% of AS. Students are tested on 1-Physical Chemistry (3.1.1-3.1.4, 3.1.6 & 3.1.7) 2-Inorganic Chemistry (3.2.1-3.2.3) and Practical Skills. 65 marks of short and long answer questions and 15 marks of multiple choice questions.

Paper 2: 1hr30, 80 marks, 50% of AS. Students are tested on 1-Physical Chemistry (3.1.2-3.3.6) and Practical Skills. 65 marks of short and long answer questions and 15 marks of multiple choice questions.

Curriculum Year 2:
Students will study further aspects of Physical, Inorganic and Organic chemistry in Year 13. The Year 13 course covers the remaining topics from Physical Chemistry, Organic Chemistry and Inorganic Chemistry: 1 - Physical Chemistry: Thermodynamics, Rate and equations, Equilibrium constant for homogeneous systems, Electrode potentials and Acids and bases. 2 - Inorganic Chemistry: Properties of Period 3, Transition metals, Reactions of ions in aqueous solution. Alongside this students will complete the specified required practicals.

Assessment Year 2:
This course is 100% exam based and will consist of 3 written exam papers

Paper 1: 2 hours, 105 marks, 35% of A level. Students are tested on 1-Physical Chemistry (3.1.1-3.1.4, 3.1.6-3.1.8, 3.1.10-3.1.12) 2-Inorganic Chemistry (3.2) and Practical Skills, through long and short answer questions

Paper 2: 2 hours, 105 marks, 35% of A level. Students are tested on 1-Physical Chemistry (3.1.2-3.1.6 & 3.1.9) 2-Organic Chemistry (3.3) and Practical Skills, through long and short answer questions

Paper 3: 2 hours, 90 marks, 30% of A level. Students are tested on any content and practical skills. 40 marks of practical techniques and data analysis, 20 marks of questions across the specification and 30 marks of multiple choice questions

Entry Requirements:
Students are required to achieve a level 6's in both of their combined science examinations.. Students studying separate sciences are required to achieve a level 6 in GCSE Chemistry and complete the Summer Project 'Headstart' and pass the Headstart test in September. We also require students to have gained a grade 6 in Mathematics.

Rugby Free Secondary School

All course information is subject to change

A-Level Biology

Biology is a subject sought after by many employers as it allows students to develop their ability to adapt and work logically in both learned and new environments. This is a two year linear course and the A level is based on the exams taken at the end of year 13.

Skills Needed:

- Be resilient
- Be self-motivated and independent
- Be inquisitive
- Have strong practical skills
- Be confident in their maths skills
- Be clear communicators

Enrichment Opportunities:

- Attend a genetics workshop at Oxford University
- Field studies trip to a local area of interest
- Participate in the British Biology Olympiad
- Access to competitions run by the Royal Society of Biology
- Opportunities to attend specialist lectures at universities in the area and the Royal Institution in London

Curriculum Year 1:

In their first year of study, students will complete four units of work: biological molecules; cells; how organisms exchange substances with their environment; genetic information, variation and relationships between organisms. Each of these units will also contain required practicals that will need to be completed as part of the practical endorsement for this subject.

Assessment Year 1:

This course is 100% exam based and will consist of 3 written exam papers at the end of Year 13.

Curriculum Year 2:

In the second year of study, students will complete a further four units of work: energy transfers in and between organisms; how organisms respond to changes in their internal and external environments; genetics, populations, evolution and ecosystems; the control of gene expression. Each of these units will also contain required practicals that will need to be completed as part of the practical endorsement for this subject. Students will also be expected to continue to revise their year 1 topics independently.

Assessment Year 2:

Students will sit the external A-level exam papers at the end of their second year of study. The course is 100% exam based. Paper 1 will assess content from units 1-4, including any relevant practical skills. It is 2hrs long and is 35% of the A-level grade. It is out of 91 marks in total; 76 marks will be from a mix of short and long answer questions and 15 marks will be from extended response questions. Paper 2 will assess content from units 5-8, including any relevant practical skills. It is 2hrs long and is 35% of the A-Level grade. It is out of 91 marks in total; 76 marks will be from a mix of short and long answer questions and 15 marks will be from a comprehension question. Paper 3 will assess content from units 1-8, including any relevant practical skills. It is 2hrs long and is 30% of the A-Level grade. It is out of 78 marks in total; 38 marks will be from structured questions (including practical techniques), 15 marks will be from critical analysis of experimental data and 25 marks will be from an essay out of two possible titles. Students will also receive a practical endorsement based on their performance in the required practicals, which is a pass/fail and reported separately to their A-level grade

Entry Requirements: Students are required to achieve a level 6's in both of their combined science examinations.. Students studying separate sciences are required to achieve a level 6 in GCSE Biology and complete the Summer Project 'Headstart' and pass the Headstart test in September. We also require students to have gained a grade 6 in Mathematics and English Language.

Rugby Free Secondary School

All course information is subject to change

BTEC Level 3 Applied Science

Applied science allows students to continue to develop their understanding in all three sciences whilst also considering how they can be used in a vocational setting. This is a two year modular course based on both externally marked exams and internally marked research and practical assignments. External examinations will be sat in the summer of year 12 and year 13, and the assignments will be completed throughout the two-year course.

Skills Needed:

- Be organised
- Be self-motivated and independent
- Be reflective
- Have strong practical skills
- Be confident in their maths skills
- Be clear communicators

Enrichment Opportunities:

- Attend workshops at University laboratories
- Field studies trip to a local area of interest
- Guest lectures from medical and science professionals
- Visits to local biotechnology sites and a power station
- Opportunities to attend specialist lectures at universities in the area and the Royal Institution in London

Curriculum Year 1:

In their first year of study, students will complete two units of work: principles and applications of science I; practical scientific procedures and techniques.

Unit 1 will cover level 3 scientific knowledge on the topics of periodicity and properties of elements, structure and function of cells and tissues, and waves in communication.

Unit 2 will allow students to develop proficiency in quantitative analytical techniques such as titration, colorimetry, calorimetry and chromatographic techniques.

Assessment Year 1:

Students will sit an external exam paper for unit 1 content at the end of their first year of study. They should also have completed all internally assessed assignments for unit 2 content.

The unit 1 exam consists of three papers, one for each science. They will each assess their respective unit 1 content, including any relevant practical skills. The total exam time is 2hrs (40mins per paper) and is 25% of the National Extended Certificate. It is out of 90 marks in total (30 marks per paper);72 marks will be from short answer questions and 18 marks from extended response questions. Unit 2 content will be assessed through four practical assignments with written components. The assignments will have a vocational context. They are internally assessed by subject teachers.

The unit 2 assignments will be completed during lesson time during the spring and summer terms. They will count toward 25% of the National Extended Certificate.

Curriculum Year 2:

In their second year of study, students will complete two further units of work: science investigation skills; an optional unit to be chosen from a small selection of biology, chemistry and physics units. Unit 3 will cover level 3 scientific knowledge on the topics of planning a scientific investigation, data collection and analysis, drawing conclusions and evaluation, enzymes in action, diffusion of molecules, plants and their environment, energy content of fuels and electrical circuits. The optional unit can be selected from choices such as human regulation and reproduction, applications of organic chemistry or astronomy and space. It can be tailored to the career aspirations of the class, but all students will have to sit the same unit.

Assessment Year 2:

Students will complete a supervised practical task and sit an external exam paper for unit 3 content at the end of their second year of study. They should also have completed all internally assessed assignments for the optional unit content. The unit 3 exam consists of two parts. In part A, students will have up to 3hrs to complete a practical investigation set by the exam board in supervised conditions. Part B is then a 1hr 30min written paper with questions on the practical completed in part A as well as other practical skills on investigative methods and data. The exam is 33% of the National Extended Certificate. It is out of 60 marks in total made up of a mix of short answer questions and extended response questions. The optional unit content will be assessed through written research assignments. The assignments will have a vocational context. They are internally assessed by subject teachers. They will count toward 17% of the National Extended Certificate.

Entry Requirements: Students are required to have achieved grade 6/5 in GCSE combined science, or to have grades 6/6/5 if you studied the triple route at GCSE. You will also have achieved grade 5 in GCSE maths and a grade 5 in GCSE English language.

Rugby Free Secondary School

All course information is subject to change

A-Level Physics

Physics is a subject sought after by many employers as it allows students to develop their ability to adapt and work logically in both learned and new environments. This is a two year linear course and the A level is based on the exams taken at the end of year 13.

Skills Needed:

- Be strong and confident mathematically
- Enjoy challenging themselves
- Be resilient
- Be problem solvers
- Confidently use practical equipment
- Appreciate the real-life relevance of Physics

Enrichment Opportunities:

- Physics Olympiad competitions
- Opportunity to apply for residential course at Oxford University.
- Year 12 girls can apply for a funded residential in Grenoble, France through Particle Physics enrichment.
- Trip to CERN to visit the Hadron Collider.
- Oxbridge Essay Writing competitions throughout the two years.
- Visit to Alton Towers/Thorpe Park to complete the Rollercoaster Engineering course (1 day).
- Experience days at universities including Aerospace at Coventry University throughout the two year course.

Curriculum Year 1:
Students will study a broad range of Physics in Year 12 as a foundation for the Year 13 course.

This will include Measurements and errors, Particles and radiation, Waves, Mechanics and materials and Electricity. Students will also compete all specified Required Practicals.

Assessment Year 1:
This course is 100% exam based and will consist of 3 written exam papers at the end of Year 13 .

Paper 1: 1hr30, 70 marks, 50% of AS. Students are tested on sections 1-5. 70 marks of short and long answer questions.

Paper 2: 1hr30, 70 marks, 50% of AS.
Section A: 20 marks of short and long answer questions on practical skills and data analysis.
Section B: 20 marks of short and long answer questions from all AS content. Section C: 30 multiple choice marks

Curriculum Year 2:
Students will be expected to have good knowledge of the Year 12 work and in addition to this will study: Further mechanics and thermal physics, Fields and their consequences and Nuclear Physics.
In addition to this an Option Topic will be chosen from the following: Astrophysics, Medical physics, Engineering physics, Turning points in physics or Electronics.
This decision will be made by the science department at RFSS.

Assessment Year 2:
This course is 100% exam based and will consist of 3 written exam papers

Paper 1: 2 hours, 85 marks, 34% of A level. Students are tested on sections 1-5 & 6.1. 60 marks of short and long answer questions and 25 marks of multiple choice.

Paper 2: 2 hours, 85 marks, 34% of A level. Students are tested on 6.2, 7 & 8 along with assumed knowledge of 1-6.1. 60 marks of short and long answer questions and 25 marks of multiple choice.

Paper 3: 2 hours, 80 marks, 32% of A level.
Section A: Practical skills and data analysis.
Section B: One of sections 9-13 based on option topic chosen by RFSS. 45 marks short and long answer questions on practical experiments and data analysis and 35 marks of short and long answer questions on the optional topic

Entry Requirements: Students are required to achieve a level 6's in both of their combined science examinations.. Students studying separate sciences are required to achieve a level 6 in GCSE Physics and complete the Summer Project 'Headstart' and pass the Headstart test in September. We also require students to have gained a grade 6 in Mathematics.

Rugby Free Secondary School

All course information is subject to change

OCR Cambridge Technical Health & Social Care Extended Certificate

A broad basis of study for the health and social care sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate vocational qualifications or A Levels. Units covered across the 2 years are: U1: Building positive relationships in health and social care, U2 Equality, diversity and rights in health social care, U3: Health, safety and security in health and social care, U4: Anatomy and physiology for health and social care, U9: Supporting people with learning disabilities and U13: Sexual health, reproduction and early development stages.

Skills Needed:

- Cognitive and problem-solving skills
- Use critical thinking, approach non-routine problems
- Applying expert and creative solutions
- Use systems and technology Intrapersonal skills
- Communicating
- Working collaboratively
- Negotiating and influencing
- Self-presentation Interpersonal skills
- Self-management, adaptability and resilience
- Self-monitoring and development

Enrichment Opportunities:

- Completing work experience
- Visiting care homes, health care settings
- University Trips to experience taster sessions in health and social care courses.
- Speakers from within the health and social care sector will come in to give overviews of their roles and what they do.
- Visits from charities who work with people who need support such as Alzheimers UK and Macmillan Nurses.

Curriculum Year 1:

Unit 1 (Coursework) - Building positive relationships in HSC - This unit aims to introduce you to the many different relationships that you will encounter within the health and social care sector; whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support. By doing this unit you will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. You will also be introduced to the concept of the person-centred approach which will help with your relationship building skills.

Unit 2 (Exam) – Equality, diversity and rights in HSC – This unit will help you to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice.

Unit 3 (Exam) – Health, safety and security in HSC - This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support. You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies with health and social care settings.

Assessment Year 1:

- **2 exams completed in year 1 (with the chance to retake in year 2)**
- **1 piece of coursework**

Curriculum Year 2:

Unit 4 (Exam) – Anatomy and physiology for HSC - This unit aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. You will also understand the part played by organs such as the pancreas, liver and kidney. You will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears.

Unit 9 (Coursework) - Supporting people with learning disabilities - This unit will develop your understanding of learning disabilities and consider issues involved in providing support for people with a learning disability and their family. The unit explores the areas of inclusion, human rights, advocacy, empowerment and active participation. In this unit you will understand the term 'learning disability', and will look at a range of different types and possible causes. You will examine how the lives of individuals with a learning disability are changing as attitudes and approaches to support evolve.

Unit 13 (coursework) - Sexual health, reproduction and early development stages - Health and wellbeing is not just relevant when you are an adult; it is just as relevant when you are a child and, as this unit demonstrates, health and wellbeing is of vital importance even before you are born. How can you be sexually healthy? What types of contraception are available? These kinds of questions are essential in contributing to an individual's overall health and wellbeing. The health and wellbeing of an individual who is pregnant and the process of birth is impacted by many factors. How do you care for a newborn? What needs does a newborn have and how does this differ to a one-year-old? All these questions will be considered in this unit. This unit will look at the development from conception to a one-year-old child.

Assessment Year 2:

- **1 exam completed in year 2 (January) with the chance to retake in the summer**
- **2 pieces of coursework**

Entry Requirements: Students need 5 Grades of 5 – 9 at GCSE including English & Maths due to the high level of coursework writing that is required. Students do not need to have studied HSC at KS4.

Rugby Free Secondary School

All course information is subject to change

OCR Cambridge Technical Health & Social Care National Diploma

This qualification has been designed to account for two-thirds of a two-year, full-time study programme for learners who are intending to go onto further study in a related sector. It supports access to a range of higher education courses if taken as part of a programme of study that includes another vocational or A Level alongside it. Units covered across the 2 years are: U1: Building positive relationships in health and social care, U2: Equality, diversity and rights in health social care, U3: Health, safety and security in health and social care, U4: Anatomy and physiology for health and social care, U9: Supporting people with learning disabilities and U13: Sexual health, reproduction and early development stages, U12: Promoting positive behaviour, U5: Infection Control, U6: Personalisation and a person centred approach to care, U7: Safeguarding, U10: Nutrition for Health.

Skills Needed:

- Cognitive and problem-solving skills
- Use critical thinking, approach non-routine problems
- Use systems and technology Intrapersonal skills
- Communicating
- Working collaboratively
- Negotiating and influencing
- Self-presentation Interpersonal skills
- Self-management, adaptability and resilience
- Self-monitoring and development

Enrichment Opportunities:

- Completing work experience
- Visiting care homes, health care settings
- University Trips to experience taster sessions in health and social care courses.
- Speakers from within the health and social care sector will come in to give overviews of their roles and what they do.
- Visits from charities who work with people who need support such as Alzheimers UK and Macmillan Nurses.

Curriculum Year 1:

Unit 1 (Coursework) - Building positive relationships in HSC - This unit aims to introduce you to the many different relationships that you will encounter within the health and social care sector; whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support. By doing this unit you will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. You will also be introduced to the concept of the person-centred approach which will help with your relationship building skills.

Unit 2 (Exam) – Equality, diversity and rights in HSC – This unit will help you to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice.

Unit 3 (Exam) – Health, safety and security in HSC - This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support. You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies with health and social care settings.

Unit 12 (coursework) – Promoting positive behaviour- This unit gives you the opportunity to understand some of the policy and legislation that support managing behaviour and the use of restrictive interventions. You will learn how to recognise changes in behaviour which may prevent escalation of behaviour and to recognise how individuals are affected by the experience of challenging behaviour.

Unit 5 (coursework) – Infection Control- In this unit you will learn about the importance of infection control and you will be introduced to methods that help to prevent the spread of infection. All of this will enable you to apply infection control methods in the workplace.

Unit 6 (Exam)– Personalisation and a person-centred approach to care - In this unit you will develop an understanding of the values that underpin a person-centred approach to care and will learn to challenge your preconceptions. The unit will explore how changes over time in attitudes and in policies have resulted in health and social care professionals adopting a person-centred approach to care. You will be introduced to the practical tools and approaches that are used by professionals in their work.

Curriculum Year 2:

Unit 4 (Exam) – Anatomy and physiology for HSC - This unit aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. You will also understand the part played by organs such as the pancreas, liver and kidney. You will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears.

Unit 9 (Coursework) - Supporting people with learning disabilities - This unit will develop your understanding of learning disabilities and consider issues involved in providing support for people with a learning disability and their family. The unit explores the areas of inclusion, human rights, advocacy, empowerment and active participation. In this unit you will understand the term 'learning disability', and will look at a range of different types and possible causes. You will examine how the lives of individuals with a learning disability are changing as attitudes and approaches to support evolve.

Unit 13 (coursework) - Sexual health, reproduction and early development stages - Health and wellbeing is not just relevant when you are an adult; it is just as relevant when you are a child and, as this unit demonstrates, health and wellbeing is of vital importance even before you are born. How can you be sexually healthy? What types of contraception are available? These kinds of questions are essential in contributing to an individual's overall health and wellbeing. You learn about development up to the age of 1.

Unit 7 (Exam) Safeguarding - In this unit you will learn how to support and protect people and understand who is vulnerable by being able to recognise signs of abuse, exploitation and harm in both children and adults. In this unit you will become familiar with the language of safeguarding and the key legislation you will be required to implement as a worker in the health and social care sector.

Unit 10 (Coursework) Nutrition for Health - This unit introduces nutritional health and the components of good nutrition. You will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.

Entry Requirements: Students need 5 Grades of 5 – 9 at GCSE including English & Maths due to the high level of coursework writing that is required. Students do not need to have studied HSC at KS4.

Rugby Free Secondary School

All course information is subject to change

OCR Cambridge Technical Business

The course is designed build a solid foundation in understanding the business world and enable students to apply this understanding to a variety of businesses and scenarios. Students will study a mixture of business theory and case study material throughout the course. Students are particularly encouraged to use local businesses as the basis of coursework tasks and apply theory to these real world examples. The course is divided into 5 units, 2 of these will be examination based and 3 will be coursework based. Students will have opportunities to sit (and resit) examinations in January and June of Year 1 and 2 in order to maximise their progress. The 5 units are:
1. The Business Environment, 2. Working in Business, 3. Customers and Communication, 4. Business Decisions & 5. Planning Business Events

Skills Needed:

- Independent working
- Critical thinking, problem-solving
- Working collaboratively
- Interpersonal skills
- Communication
- Time management
- Apply theory to real word scenarios
- Resilience

Enrichment Opportunities:

Students are able to plan and deliver an off-site event for both their class and the wider 6th form. Students are currently planning an event in London that includes a visit to the London Eye, Tate Modern and the Bank of England for around 45 6th Form students!

Curriculum Year 1:

Unit 1: The Business Environment This is a core unit that aims to ensure students have the theoretical basis on which to apply learning in other units. This unit covers areas such as business ownership, sectors of business activity, business objectives, functional areas, organisation structures and financial documentation. This unit is externally assessed with examinations in either January or June.

Unit 2: Working in Business This unit focuses on the inner workings of day-to-day business operations including authority protocols, confidentiality, IT security, business documentation, payment methods, task prioritisation and business communication methods. This unit is externally assessed with examinations in either January or June.

Unit 3: Customers and Communication This unit requires students to research and communicate with a local business in order to explore how they operate and who their customers are. They will explore aspects such as types of customers, influencing customer behaviour, the importance of customer service, how to communicate effectively with a customer, verbal and listening skills, legal constraints on business operations, ethical issues and security issues such as client confidentiality. This unit is assessed internally by subject staff and externally moderated by OCR.

Assessment Year 1:

Unit 1: External assessment Jan/June 2 hours
Unit 2: External assessment Jan/June 90 minutes
Unit 3 Coursework assessed by teachers and moderated by OCR

Curriculum Year 2:

Unit 4 Business Decisions In this unit students will develop their skills of business decision-making using multiple sources of information. Students will explore the criteria on which business decisions should be based, and the methods to interpret and analyse this information. Students will learn to consider the many variables involved and encouraged to analyse possible solutions, investigating each for potential drawbacks and benefits, before reaching a preferred decision. This unit is externally assessed by OCR with exams in January or June.

Unit 5 Business Events Students will be required to explore the requirements of planning, delivering and reviewing an event that is entirely organised by them. They are required to contact businesses/venues, coordinate bookings, manage marketing materials and on the day of the event liaise with external agencies and event teams as well as provide materials for delegates and deal with issues that arise. Afterwards students are required to review their own performance as part of the team as well as the delegate experience of the even they have delivered. Current students are planning and delivering an event in London that includes a talk in the Bank of England. This unit is internally assessed and externally moderated by OCR

Assessment Year 2:

Unit 4: External assessment Jan/June 90 Minutes
Unit 5: Coursework assessed by teachers and moderated by OCR

Resit opportunities for Units 1, 2 and 4 in Jan/June of Year 2

Entry Requirements: Students do not need to have studied business at KS4, basic level 4 in Maths and English are essential.

Rugby Free Secondary School

All course information is subject to change

A-Level Psychology

What causes aggression? Why do some people have phobias? How does memory work? Why do some people suffer from mental illness? Why do people conform? Psychology looks at questions like these in the study of the human mind and behaviour. It is a science with cutting edge research that has real world applications to issues in everyday life, ranging from criminal justice, relationships, medical treatments to social change.

Skills Needed:

- Ability to think logically,
- View the world around you from different perspectives,
- Have critical reasoning skills,
- Be able to fluently put your views across within extended writing,
- Have good Maths and Science knowledge
- The ability to understand and/or conduct scientific investigations.

Enrichment Opportunities:

- Masterclasses at local universities, past trips have included a Psychology trip to Warwick University,
- External speakers, previously we have had a forensic psychologist talk to students
- Trip to a local prison

Curriculum Year 1:

Paper 1

Introductory topics in Psychology are made up of:

- Social Influence
- Memory
- Attachments
- Psychopathology
- Research Methods.

Paper 2

Psychology in context is made up of :

- Approaches to Psychology
- Research Methods
- Biopsychology

Assessment Year 1:

There are regular assessments during the year culminating in the end of Year 12 internal exams in May/June, which mirror the A-level exam structure.

The end of Year 12 exam is made up of 2 x 2 hour papers which are worth 96 marks each.

Both papers include multiple choice, short answer and extended writing responses.

Curriculum Year 2:

Paper 3

Issues and options in Psychology includes:

- Issues and Debates in Psychology
- Cognition and Development
- Schizophrenia
- Aggression
- Research Methods

Assessment Year 2:

The A-level is 100% examination. It is made up of 3 x 2 hour examinations which are each worth 96 marks.

All 3 papers are composed of multiple choice, short answer (ranging between 2-6 marks) and extended writing (up to 16 marks) questions.

Entry Requirements: Students are required to achieve a level 6 in English Language or Literature, along with a Grade 6 in Mathematics.

Rugby Free Secondary School

All course information is subject to change

A-Level Music

Performance: Candidates opt to take option A or B Area of study A: The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works. One set work for detailed analysis and the other for general study. Symphony No. 104 in D major, 'London': Haydn Symphony No. 4 in A major, 'Italian': Mendelssohn A choice of one area of study from: Area of study B: Rock and Pop Area of study C: Musical Theatre Area of study D: Jazz Area of study E: Into the Twentieth Century including two set works: Trio for Oboe, Bassoon and Piano, Movement II: Poulenc Three Nocturnes, Number 1, Nuages: Debussy

Skills Needed:

- Candidates need to be able perform music of at least Grade 6 in standard for the final recital and should be at least Grade 5 standard at the start of the course. They can perform on any instrument of their choice or can sing.
- Candidates need to have experience of composing music and it would be useful, although not essential to have experience of using software such as Garage Band, Logic, Cubase, or similar.
- Candidates need to be able to listen to music with an analytical ear, and a knowledge of music theory and notation is essential.

Enrichment Opportunities:

- Compulsory participation in school-based music activities, supporting ensembles and performing in recitals and concerts.
- Candidates encouraged to participate in musical activities outside of school, such as County Orchestras/Bands/Choirs or Music Conservatoire ensembles.
- Performance workshops by visiting musicians.
- Trips to hear performances/concerts.
- Candidates encouraged to take Graded exams on their instrument/voice and or graded theory exams.

Curriculum Year 1:

Performance: This will be on-going. Candidates will prepare a piece for a class based or public performance each half term.
Composition: Term 1 - Free composition exercises and task setting.
Term 2 - continued development and refinement of Free composition.
Term 3 - Completion and final recording of Free composition.
Listening and Appraising: Weekly general listening and theory lessons to develop skills in rhythmic and melodic dictation, chord recognition, keys, modulations, scale recognition, cadences.
Half Term1: Introduction to the first area of study, the Symphony from 1750-1900: Classical Style, Sonata form, the Orchestra. Introduction to Haydn's London Symphony; background and context. Introduction to AOS Jazz 1920-1950, Ragtime and Dixieland.
Half -Term 2: Analysis of Movements 1 and 2 from Haydn's London Symphony, continued study of Dixieland and Early Jazz.
Half-Term 3: Analysis of Movements 3 and 4 from London Symphony. Introduction to Big Band music and Bee-bop. Half-Term 4: Other symphonies and the development of the symphony through to the Romantic era. Introduction to Cool-Jazz.

Assessment Year 1:

Performance: Half-termly assessments, building up to a 6-8 minute recital at the end of year 12.
Composition: Half termly assessments/review of progress with targets set for following half term.
Marking and moderation to be completed at the end of year 12.
Listening and Appraising: General Listening: Weekly listening tests, AOS The Symphony 1750-1900 and Jazz 1920-1950: Weekly score based or listening mini assessments,

2 Essays per Half-term, 2 exam style listening assessment per Half-term, in-class presentations. End of year Mock Exam.

Curriculum Year 2:

Performance: This will be on-going. Candidates will prepare a piece for a class based or public performance each half term building up to a Mock recital in Half-Term 3 and final recital in Half-Term 4

Composition: Half-Term 1 - exploration of exam board composing briefs and experimentation with ideas. Half-Terms 2, 3 continued development and refinement of composition, end of Half -term 4 completion and final recording of composition.
Listening and Appraising: Weekly general listening/theory lessons continue as in year 12.
Half-Term1: Continued work on Debussy set work and introduction to Expressionism and Serialism.
Half-Term 2: Continued work on Expressionism and Serialism and introduction to Neo-Classicism.
Half-Term 3: Introduction to set work Trio for Oboe, Bassoon and Piano, movement 2 by Poulenc.
Half-Term 4: completion of set work and revision of all AOS. Half-Term 5 Revision and preparation for the final A Level exam.

Assessment Year 2:

Performance: Half-termly in class assessment, mock-recital in Half-Term 3 and final recital in Half-Term 4.
Composition: Half termly assessments/review of progress with targets set for following half term. Marking and moderation to be completed at the end of Half-Term 4.
Listening and Appraising: General Listening: Weekly listening tests, AOS Into the 20th Century 1895-1935, and Debussy and Poulenc set works: Weekly score based or listening mini assessments,
2 Essays per Half-term, 2 exam style listening assessment per Half-term, in-class presentations.
Year 13 Mock Exam. Half-Term 5: Final Public Examination

Entry Requirements: Students are required to achieve a Grade 6 at GCSE. Candidates should be at least grade 5 standard on their instrument/voice. (Having Grade 5 is not compulsory, but candidates should be able to perform pieces at that standard)

Rugby Free Secondary School

All course information is subject to change

A-Level Art, Crafts & Design

Discover the world of Art, Craft, and Design through our comprehensive course that encompasses practical, critical, and contextual aspects across a spectrum of 2D and 3D techniques and materials. This program equips you with the skills and knowledge needed to craft personal and imaginative creations.

With our course, you have the freedom to tailor your studies by delving into a specialised area of interest from an array of captivating processes and media. This opens a wide range of exciting opportunities, including the potential for pursuing degrees and careers in fields such as portrait painting, ceramics craftsmanship, or futuristic architecture design.

If you possess an adventurous spirit, a flair for creativity, and a curious mind, and if you're passionate about influencing and shaping the visual world that surrounds us, then our course is the perfect choice for you. Join us on this artistic journey and bring your visions to life.

Skills Needed:

- Students will have ideally studied Art and Design or Design and Technology at GCSE, although this is not essential, but a portfolio and interview that demonstrates a keen interest in the subject will be required.
- Students should have a grade 4 or above in English due to the written elements of the course.

Enrichment Opportunities:

- Visits to UK Galleries and Museums
- Artist Workshops
- Opportunities to collaborate with Universities /Colleges.
- Curating exhibitions.

Curriculum Year 1:

Students will be given opportunities to develop skills to:

- Record experiences and observations in a variety of ways, using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information
- Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts to make and record independent judgements
- Use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- Generate and explore potential lines of enquiry using appropriate media and techniques
- Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations
- Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.

Assessment Year 1:

N/A - all formal assessment is linear, however students will complete mock examinations and a practice written piece of work.

Students complete Component 1: Personal Investigation, this has no time limit, consists of 96 marks and is 60% of their final grade.

Along side students personal investigate produce an extended piece of writing. The written material must:

- Be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose
- Include specialist vocabulary appropriate to the subject matter
- Include a bibliography that identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit
- Be legible with accurate use of spelling, punctuation and grammar so that meaning is clear.

Curriculum Year 2:

Students will be given opportunities to develop skills to:

- Record experiences and observations in a variety of ways, using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information
- Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts to make and record independent judgements
- Use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- Generate and explore potential lines of enquiry using appropriate media and techniques
- Apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations
- Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.

Assessment Year 2:

During year 2 students will be set Component 2: Externally set assessment, which is again worth 96 marks, is worth 40% of their final grade and consists of a prepatory period, 15 hours of supervised practical examination time.

Entry Requirements: Students are required to achieve ideally grade 5 in GCSE Art and Design and/or GCSE Design and Technology.

Rugby Free Secondary School

All course information is subject to change

Pearson Level 3 BTEC National Diploma in Music Technology

This qualification offers an introduction to the music technology sector through applied learning. The qualification supports progression to higher education when taken as part of a programme of study that includes other vocational or general qualifications. It is designed to support progression to employment following further study at university.
Music Technology is a creative and innovative subject which arms you with the skills needed to arrange, compose, produce and record music. On this course you will gain an understanding of a wide range of popular musical styles, and will learn how to use technology successfully in the field of contemporary popular music production.
This course has links to the music industry and learners will have the opportunities to work on projects within an industry related context.

Skills Needed:

- The ability to use DAW to record, create and manipulate music.
- Basic working knowledge of a recording studio and recording/sound equipment.
- The ability to listen to and analyse music.

Enrichment Opportunities:

- Candidates will be expected to participate in the sound and lighting team for school based events and concerts.
- They will lead the team and manage and teach younger students how to use the equipment.
- Candidates will assist in the recording of GCSE and A level performance coursework.
- Candidates will be encouraged to undertake work experience relevant to the course, such as in a local recording studio
- Candidates will be encouraged to attend music concerts and live events

Curriculum Year 1:

Unit 1: Digital Audio Workstations
You will cover both sequencing, recording and mixing using Logic X software on Apple Mac workstations. Assessment will be at the end of the second year using a practical task set by Edexcel.

Unit 2: Music for Sound and Media
You will develop an understanding of music for TV, Film and Computer games and complete an industry-related task using Logic X software.

Unit 3: Creative Synthesis and Sampling
You will use a variety of synthesizers and sampling effects to create original technology-based composition.

Assessment:
Unit 1 represents 33% of the course and is externally assessed using a synoptic task from the exam board at the end of the second year.

Curriculum Year 2:

Unit 4: Remixing and Reworking
You will have opportunities to create new mixes of existing musical material in a variety of styles.

Unit 5: Mixing and Mastering Techniques
In this part of the course you will use professional quality monitors and software to learn key mixing and mastering skills to create great sounding musical products.

Assessment:
Units 2-5 cover the remaining 67% of the course and are internally set and assessed throughout the 2-year course. You will be expected to complete short practice assessments throughout the course and complete work to strict deadlines. This course is a Tech Level BTEC which aims to provide a range of practical and industry-standard skills.

Entry Requirements: Students are required to achieve NCFE Level 1:Distinction OR Level 2: Merit OR GCSE Music: Grade 4 OR GCSE Music technology: Grade 4 Relevant music technology or recording studio experience will be taken into account.

Rugby Free Secondary School

All course information is subject to change

A-Level Drama & Theatre

A level in Drama and Theatre is an exciting and inspiring course which prepares learners for further study in Higher Education. This highly practical specification provides students with the opportunity to work as either performers and/or designers on three different performances.
This builds on the knowledge, understanding and skills established at GCSE Drama.

Skills Needed:
- Be resilient
- Be self-motivated and independent
- Be inquisitive
- Have strong practical skills
- Be strong and confident
- Enjoy challenging themselves

Enrichment Opportunities:
- Visits to live theatre performances
- Showcases and exam performances to parents, public and students.

Curriculum Year 1:
Introduction of elements of Drama & Theatre:
- Elements of characterization
- Acting techniques Improvisation as a creative tool
- Monologue exercise Introduction of Practitioner Workshops
- Stanislavski as a starting point with approaches to text; system of rehearsal; naturalism
- Brecht as a contrast to Stanislavski i.e. Narrative Theatre versus Epic Theatre

Practitioner Workshops continued.
Introduction of: Set Text ONE for Component 3.
Either pre-1956 or post-1956.
Continued study of Set Text ONE.
Continued practical work
Introduction of Component 1:
- Choose text for deconstruction
- Choose 15 minute extract
- Choose practitioner
- Start work on the practical work
- Focus on Creative Log.

Assess A level Component 1.
Continue and conclude study of Set Text ONE.
Choose WJEC-set stimulus for devised work for Component 2.
Choose a different practitioner or theatre company for Component 2 devised piece. Conduct research for both practitioner and style and choose a text for Component 2.

Assessment Year 1:
Internally assessed and externally moderated. Record performances for submission for moderation.

Curriculum Year 2:
Text in Action students participate in the creation, development and performance of two pieces of theatre based on
- A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Year 12)
- An extract from a text in a different style chosen by the student.
- Text in Performance

Visits to live theatre as and when appropriate
Begin work on devised piece for Component 2. Select style and text extract for Component 2. Begin Set Text TWO for Component 3.
Rehearse both pieces for A level Component 2:
- Devised
- Text.

Continue study of Set Text TWO. Examination of A level Component 2: Text in Action
- Performances
- Evaluation of process and performance one week after performance.

Begin work on extract for 'Curious Incident of the Dog in the Night Time'.
ONGOING Complete and revise Set Text TWO Revise Set Text ONE
Prepare for Component 3 Section C: 'Curious Incident of the Dog in the Night Time' Component 3 exam

Assessment Year 2:
Examination of Component 2: Text in Action Visit by external examiner.
- Performances
- Evaluation of process and performance one week after performance.

Text in Performance Written examination: 2 hours 30 minutes 40% of qualification

Entry Requirements: Students are required to achieve a minimum level 5 in Drama but preferably level 6.

Rugby Free Secondary School

All course information is subject to change

A-Level Sociology

A-level Sociology gives students an insight in to the social and cultural issues that exist within Britain today and how these have come to shape our society and every day lives. It examines the roles of individuals and groups in societies development and explores key issues such as poverty, injustice and power. The topics will appeal to students who will have experienced, or at very least will be aware of, these issues in their lives and the lives of others.

Skills Needed:

- Resilient and independent learners
- Effective note taking
- Analytical writing
- Research
- Problem Solving
- Evaluation of text and sources
- Discussion
- Essay Writing
- Reaching judgements by using evidence to support views

Enrichment Opportunities:

Year 12

- Childhood museum
- Karl Marx walking tour
- Museum of advertising
- Theatre trip to apply sociological knowledge to the real world

Year 13

- Local Crown Courts to meet judge & watch a case-crime topic

Curriculum Year 1:

The topics studied in the first year of the course are:

- Education and Methods in Context
- Research Methods
- Families and Households

A level Sociology will encourage you to:

- Question processes within society and the roles of individuals, groups and institutions
- To understand British norms and values in greater detail and why these are important to our culture
- To critically examine key areas of society, such as the family, education, and crime, and understand how and why people hold different beliefs about them
- To improve your ability to be an effective and independent learner and a critical and reflective thinker.
- Develop your research skills and evaluate the effectiveness of different theoretical perspectives
- Use evidence to support claims and arguments about society
- Analyse different views to get a better understanding of societal issues

Assessment Year 1:

Mock on paper 1 in the summer term

Curriculum Year 2:

The topics studied in the second year of the course are:

- Crime and Deviance,
- Beliefs in Society
- Theory and Methods

Assessment Year 2:

Paper 1: Education with Methods in Context
Two sections both compulsory content
2 hour written exam

Paper 2: Topic in Sociology
Two sections
Section A Year 1 topic
Section B Year 2 topic
2 hour written exam

Paper 3: Crime & Deviance with Theory & Methods
Two sections, both compulsory content
2 hour written exam

Entry Requirements: Students are required to achieve a Grade 6 in English Language. A grade 6 in History or Sociology would be beneficial, but not essential.

Rugby Free Secondary School

All course information is subject to change

Eduqas Criminology

Criminology gives students the opportunity to study a professional qualification combined with vocational aspects. During the course students will use theories of criminality to analyse criminal situations and make recommendations for policy changes. Students will explore big questions such as; are criminals born? Or are they made? What drives a person to become a criminal? Have you ever wondered what actually goes on behind the scenes at a crime scene? The course has many links with Psychology, Sociology, History and Applied Science.

Skills Needed:

- Resilient and independent learners
- Effective note taking
- Analytical writing
- Research
- Problem Solving
- Discussion
- Reaching judgements by using evidence to support views

Enrichment Opportunities:

Year 12

- Old Bailey and Houses of Parliament Trip
- Trip to a local prison
- Courtroom to Crime Scene Activity ran by an ex-police officer

Year 13

- Talks with a number of people who have roles in the CJS (Police, Psychologists, Civil Servants, Solicitors)

Curriculum Year 1:

Unit 1- Changing Awareness of Crime- **Controlled Assessment**
(25% Diploma, 50% Certificate)
Students will learn the fundamentals of crime in England and Wales. They will learn about different types of crime in society, why they are unreported and how the public perceive criminals. They will have the opportunity to plan their own campaign against crime and evaluate whether it would be effective or not in today's society.

Unit 2 Criminological Theories- **Exam** (25% Diploma, 50% Certificate)
Students will find the route of criminal behaviour. They will look at various theories of crime, from psychological, sociological, biological and physiological theories. They will examine real life cases and apply their knowledge to determine the cause of criminal behaviour.

Curriculum Year 2:

Unit 3 Crime Scene to Courtroom- **Controlled Assessment**
(25% Diploma)
Students will start from the very beginning of a criminal case, from the moment of the crime being committed. They will learn what it takes to examine a crime scene, the jobs involved and the process of convicting a criminal. They will examine rights of individuals and make judgements on whether or not a person is guilty of not.

Unit 4- Crime and Punishment **Exam** (25% Diploma)
Students will look at the Criminal Justice System in England and Wales and examine the usefulness of punishment within our system. They will look at how punishment has changed over time and give justified reasons for these changes. Students will have the opportunity to discuss whether the Death Penalty is an effective deterrent, or whether radical, novel ideals such as The Purge would be effective in today's society.

Entry Requirements: Students are required to achieve a minimum of five x grade 4 GCSEs

Rugby Free Secondary School

All course information is subject to change

OCR Cambridge Technical Sport Studies – Diploma

This is an alternative to traditional A Level and if the Diploma route is taken, it is equivalent to 2 A Levels , so you would choose this alongside 1 other qualification. This course will aim to develop students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. Students will gain an insight into the Sport and Physical Activity industry. Designed in collaboration with industry experts the qualifications focus on the requirements that today's employers demand.

Skills Needed:

- Students require an interest in health, fitness and sports.
- Students will need to be organised
- Meet deadlines and have the skills to work independently
- Will need communication skills and confidence to stand up in front of others and lead them in sessions.
- Previous study of Level 1/2 Cambridge National or GCSE PE would be beneficial but not essential.

Enrichment Opportunities:

- Trip to St Georges Park
- Opportunities to visit employers and universities
- Coaching Opportunities

Curriculum Year 1:

Unit 1 - Body Systems and the effects of physical activity - Exam
Unit 2 - Sports coaching and activity leadership - coursework
Unit 13 - Health and fitness testing for sport and exercise - coursework
Unit 8 – Organisation of sports events - coursework
Unit 18 - Practical Skills in sport and physical activities - coursework
Unit 19 – Sports Psychology - coursework

Assessment Year 1:
1 exam unit and 5 pieces of coursework (internally assessed)

Curriculum Year 2:

Unit 3 - Sports organisation and development - Exam
Unit 17 - Sports injuries and rehabilitation - Coursework
Unit 4 - Working safely in sport exercise health and leisure Exam
Unit 5 – Performance analysis in sport and exercise - coursework
Unit 11 – Physical Activity for specific groups - coursework

Assessment Year 2:
2 exam units and 4 pieces of coursework (internally assessed)

Entry Requirements: Students are required to achieve 5 good GCSE's at 4 or above including English and Maths. Preferably studied before to Level 2 merit.

Rugby Free Secondary School

All course information is subject to change

OCR Cambridge Technical Sport Studies – Extended Certificate

This is an alternative to traditional A Level and if the Diploma route is taken, it is equivalent to 1 A Level, so you would choose this alongside 2 other qualifications. This course will aim to develop students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. Students will gain an insight into the Sport and Physical Activity industry. Designed in collaboration with industry experts the qualifications focus on the requirements that today's employers demand.

Skills Needed:

- Students require an interest in health, fitness and sports.
- Students will need to be organised
- Meet deadlines and have the skills to work independently
- Will need communication skills and confidence to stand up in front of others and lead them in sessions.
- Previous study of Level 1/2 Cambridge National or GCSE PE would be beneficial but not essential.

Enrichment Opportunities:

- Trip to St Georges Park
- Opportunities to visit employers and universities
- Coaching Opportunities

Curriculum Year 1:

Unit 1 - Body Systems and the effects of physical activity – Exam
In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.

Unit 2 - Sports coaching and activity leadership – coursework
This unit will give you an understanding behind the theory of what makes good sports coaches and activity leaders. You will explore the roles and responsibilities of coaches and leaders. The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions.

Unit 19 – Sports psychology – coursework
In this unit you will learn different motivations that people have for participating in sport and exercise and how performance can be managed through an understanding of attribution theory, stress and group dynamics. You will also learn the impacts that participation in sport and exercise can have on a person's mental health and wellbeing, whether an elite performer or a member of the general public.

Assessment Year 1:
1 exam unit and 2 pieces of coursework (internally assessed)

Curriculum Year 2:

Unit 3 - Sports organisation and development – Exam
In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured.

Unit 17 - Sports injuries and rehabilitation – Coursework
If considering a future as a sports coach or leader, a fitness instructor or a leisure recreation assistant, you will need to know the different causes, types, signs and symptoms of sports injuries. You will also need to know the possible long-term effects of these injuries on the injured participant, both physical and psychological.
This unit will teach you how to recognise and treat common sports injuries both immediately and through long-term rehabilitation programmes, the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.

Assessment Year 2:
1 exam unit and 1 piece of coursework (internally assessed)

Entry Requirements: Students are required to achieve 5 good GCSE's at 4 or above including English and Maths. Preferably studied before to Level 2 merit.

Rugby Free Secondary School

All course information is subject to change

A-Level PE

A Level in Physical Education will equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. This requires them to: • develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. • understand how physiological and psychological states affect performance. • understand the key socio-cultural factors that influence people's involvement in physical activity and sport. • understand the role of technology in physical activity and sport. • refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. • develop their ability to analyse and evaluate to improve performance. • understand the contribution which physical activity makes to health and fitness. • improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Skills Needed:

- It is strongly recommended that you are competing regularly in a sport.
- You must have a grade 6 at GCSE PE if previously studied.

Enrichment Opportunities:

- Trip to St Georges Park
- Opportunities to visit employers and universities.

Curriculum Year 1:

Students to study Exam paper 1

- *Psychological factors affecting performance*

Students study the models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person. They also explore the psychological factors that affect group dynamics and the effects of leadership and stress.
There are three topics:
Applied anatomy and physiology
Exercise physiology
Biomechanics.

- *Performance in Physical education.*

Students gain a deeper understanding of key systems in the body and how they react to changes in diet and exercise. They also study the effects of force and motion on the body and how they can be used to our advantage.

- *Practical Performance*

Students are assessed in the role of either performer or coach in one practical activity. They are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

Assessment Year 1:

Coursework is internally assessed and externally verified.

Curriculum Year 2:

Exam papers 2 and 3 to be studied.

- *Socio-cultural issues in physical activity and sport*

This component focuses on the social and cultural factors that have shaped sports over time, and their influences on physical activity. Students consider the impact of hosting a global sporting event such as the Olympic Games, and the influence of modern technology on both the performer and the spectator of contemporary sport.
There are two topics:
Sport and society
Contemporary issues in physical activity and sport

- *Psychological factors affecting performance.*

Students gain a deeper understanding of key systems in the body and how they react to changes in diet and exercise. They also study the effects of force and motion on the body and how they can be used to our advantage.
There are two topics:
Skill acquisition
Sports psychology

- *Evaluating and analysing performance for improvement (EAPI)*

Students are also assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). They observe a live or recorded performance by a peer and provide an oral analysis and critical evaluation of their peer's performance.

Assessment Year 2:

1. Physiological factor affecting performance (01) - 2 hour exam
2. Psychological factors affecting performance (02) - 1 hour exam
3. Socio-cultural issues in physical activity & sport (03) -1 hour exam
4. Practical performance (05)
5. Evaluating and analysing performance for improvement EAPI (06)

Entry Requirements: Students are required to achieve a Grade 6 at GCSE PE if previously studied. Will accept a high 5 if playing regular sport outside of school.

Rugby Free Secondary School

All course information is subject to change

OCR Extended Certificate Digital Media

The Cambridge Technical in Digital Media has been developed to meet the changing needs of the sector, and prepare students for the challenges they'll face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technical in Digital Media focuses on the skills, knowledge and understanding that today's universities and employers demand. Students will apply practical skills and knowledge in preparation for further study or the workplace.

Skills Needed:

- Students will require at the ability to analyse key media texts,
- Understand theories and apply them to existing media products
- Create their own media products, including taking photographs outside of school
- Be able to be evaluate critically

Enrichment Opportunities:

- Students will be encouraged to stream, film and engage with content creation.
- They will Blog and have a passion for Media and the world around them.
- Trips include: Warner Brothers Studios, Bradford Media Museum and educational visits to the BBC.

Curriculum Year 1:

Unit 1 - Media Producers and Audiences. The aim of this unit is for you to develop your understanding of how different media institutions operate in order to create products that will appeal to specific target audiences. You will therefore learn about the different ownership models in the media industries, and you will learn how to analyse different media products within the sector to understand the fundamentals of how meaning is created for audiences. You will learn about how audiences are categorised, researched and targeted by media producers.

Unit 3 - Create a Media Product.

The aim of this unit is for you to develop knowledge and understanding of the production processes for producing a Digital Magazine. You will apply your learning gained in Units 1, to plan and produce a media product. You will complete planning materials to take them forward in the production and post–production stages of your intended media product. You will plan, produce and edit original content for your intended product. By completing this unit, you will have the skills to: create a proposal to meet a client brief produce planning materials create and manage original content for the product apply editing techniques distribute and advertise products to audiences.

Unit 21 - Pitch a Media Product

Like most commercial products, a media product starts life as an idea in the mind of its creator or creators who then have to sell the idea to those who have the means to produce it. To convince the producers that it is a good idea, the creator(s) have to show how the end product might look or sound, and convince them that there is a unique selling point to attract a particular audience. You will you will be able to generate ideas for your own digital magazine, pitch your ideas to a client, and be able to respond to feedback to prepare your idea for pre-production.

Assessment Year 1:

Unit 1 is a 90 Guided Learning Hours Unit and is assessed in a 2 hour exam.

Curriculum Year 2:

Unit 2 Pre-production and Planning - By completing this unit, you will understand the preproduction process that the creative media industry follows when creating a product. You will learn how to carry out research in the planning stage of a media production and about the various acts of legislation that need to be considered. You will learn about the constraints that need to be considered when planning a new media production, including timescales and resources. You will understand how to create pre-production documents in relation to client requirements and how to plan projects to meet these needs.

Unit 6 - Social media and Globalisation .The aim of this unit is to enable you to understand the ways in which online technologies and social media products have created a globalised, connected society and how such tools are used by media producers. As part of this you will evaluate the positive and negative impacts of social media on businesses, individual users and producers. You will also learn about issues surrounding censorship and regulation of social media, and the impact this has on media production and distribution. You will fully investigate how media producers use contemporary social media to generate ideas, fund and plan projects with other professionals and how social media is used commercially to create awareness and advertise products to global audiences.

Unit 22 - Scripting for Media products – From live theatre, film and television to comic books and even computer games. Good scripts are vital to ensure that a narrative flows well and a story is brought to life. By completing this unit, you will understand scripts and the part they play in a range of media products. Learners will be able to generate a range of ideas and then use one of these ideas to produce a script for a media product in response to a client brief.

Assessment Year 2:

Unit 2 is a 90 guided learning hour unit and is assessed in a 2 hour exam. Unit 6 is a 60 guided learning hour unit and is assessed in a 1 hour 30 minute exam.

Entry Requirements: Students are required to achieve 5 GCSE's at grade 4 and above, including English and Maths. A Level 2 qualification in a Media related subject is desirable but not essential. Students who take the Cambridge National in Creative iMedia will require a Level 2 Merit in order to progress onto the Cambridge Technical in Digital Media

Rugby Free Secondary School

All course information is subject to change

A-Level English Language & Literature

This A Level course offers opportunities for students to develop their subject expertise by engaging creatively, critically and independently with a wide range of texts. Using literary and linguistic concepts and methods, students analyse literary and non-literary texts in a range of modes and genres, in the process gaining insights into the nature of different discourses and ideas about creativity. Students develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production.

Skills Needed:

- Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression
- Analyse ways in which meanings are shaped in texts
- Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received
- Explore connections across texts, informed by linguistic and literary concepts and methods
- Demonstrate expertise and creativity in the use of English to communicate in different ways

Enrichment Opportunities:

- Mentoring opportunities from university students and
- Masterclasses at local universities past trips have included a Psychology conference at Warwick University.
- We have an ongoing relationship with Aston University which has seen revision sessions led by academics from the university.

Curriculum Year 1:

The 2 year course comprises of 3 components:

Component 1: 'Telling Stories'

- Section A: Remembered Places (studying the AQA Non-Fiction Paris Anthology)
- Section B: Imagined worlds (studying a prose text)
- Section C: Poetic Voices (studying a collection of poetry by a particular poet)

Component 2: 'Exploring Conflict'

- Section A: Writing about Society (studying a set text with the purpose of producing re-creative writing and a critical commentary)
- Section B: Dramatic Encounters (studying a drama text)

Component 3: 'Making Connections'

A personal investigation that explores a specific technique or theme in both literary and non-literary discourse

Year 1 covers:

- Methods of Language Analysis Poetic Voices - Collection of poetry by a set poet
- Writing About Society - A prose text with the purpose of producing re-creative writing and critical commentary
- Imagined Worlds - A prose text
- Making Connections NEA - a personal investigation comparing a literary and non-literary text

Assessment Year 1:

In class essay writing every two-three weeks.
Course work writing tasks completed.
No formal exam board assessments.

Curriculum Year 2:

- Dramatic Encounters - A drama set text
- Remembered Places - A non-fiction anthology of texts about Paris
- Making Connections NEA - a personal investigation comparing a literary and non-literary text
- Revision of components covered in Year 1

Assessment Year 2:

In class essay writing every two-three weeks.
Coursework essay completed.
Coursework folder submitted.
Formal exams (2 papers)

Entry Requirements: Students are required to achieve a 6 in English Language Or Literature, and at least a 5 in the other.

Rugby Free Secondary School

All course information is subject to change

A-Level English Literature

English Literature A Level encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives. English Literature privileges the process of making autonomous meaning, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.

Skills Needed:

- Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.
- Analyse ways in which meanings are shaped in literary texts.
- Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.
- Explore connections across literary texts.
- Explore literary texts informed by different interpretations.

Enrichment Opportunities:

- Theatre trips
- Trips to extend cultural capital
- Opportunities to get involved with the English podcast

Curriculum Year 1:

The 2 year course comprises of 3 components:

Component 1: 'Love Through the Ages'

- Section A: Shakespeare
- Section B: Unseen Poetry
- Section C: Comparing Texts (one pre and one post 1900)

Component 2: 'Texts in Shared Contexts: Modern Times'

- Section A: Set Texts
- Section B: Contextual Linking (comparing two texts)

Component 3: 'Texts Across Time'

An independent critical study of two texts, at least one of which must be pre 1900.

Year 1 covers:

- Introduction to 'Love Through the Ages' and 'Modern Times'.
- Introduction to critical theory
- Component 1: Pre 1900 Poetry
- Component 1: *The Great Gatsby*
- Component 2: *The Handmaids Tale*
- Component 2: *The Feminine Gospels*
- Starting NEA ' Texts Across Time'.

Assessment Year 1:

In class essay writing every two-three weeks.
Course work writing tasks completed.
No formal exam board assessments.

Curriculum Year 2:

- Component 1: *Othello*
- Component 1: Unseen Poetry
- Component 2: *A Streetcar Named Desire*
- Component 2: Unseen Prose

Students will complete their coursework in Year 13.

Assessment Year 2:

In class essay writing every two-three weeks.
Two formal A Level exam papers at the end of the year.
Coursework folder submitted.

Entry Requirements: Students are required to achieve a Grade 6 in English Language and English Literature

Rugby Free Secondary School

All course information is subject to change

A-Level Computer Science

A-level specification in computer science will have students develop: • an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation • the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so • the capacity for thinking creatively, innovatively, analytically, logically and critically • the capacity to see relationships between different aspects of computer science • mathematical skills related to: Boolean algebra; comparison and complexity of algorithms; number representations and bases. • the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology

Skills Needed:

- Programming
- Logical thinking
- Problem solving
- Proficient mathematical skills
- Good Comprehension

Enrichment Opportunities:

- **Opportunity to participate in national coding challenges**

Curriculum Year 1:

Subject content:

1. Programming – imperative procedural-oriented, OOP, recursive techniques
2. Data structures – arrays, lists, dictionaries, hash tables, queue, graph, tree, stack, vector, fields, records, files (text & binary)
3. Algorithms – traversal, search, sort, optimisation
4. Theory of computation – abstraction, automation, FSM with and without output, language hierarchy, complexity, Turing machines
5. Data representation – number systems/bases, information coding systems, encryption
6. Computer systems – logic gates, Boolean algebra, program translator types, classification of programming languages, system software
7. Computer organisation and architecture – machine code/assembly language, CPU, internal components of computer, external hardware devices (limited range)
8. Consequences of uses of computing – software and their algorithms embed moral & cultural values, issue of scale brings potential for great good but also ability to cause great harm, challenges facing legislators
9. Communication and networking – communication methods/basics, network topology, wireless, the Internet, TCP/IP, CRUD applications and REST, JSON, JavaScript

Curriculum Year 2:

Subject content:

10. Databases – data modelling, relational database, SQL, client server databases
11. Big Data – volume/velocity/variety, fact-based model, distributed processing and functional programming
12. Fundamentals of functional programming – function type, first-class object, function application, partial function application, composition of functions, map, filter, reduce, lists
13. Systematic approach to problem solving – skills needed for Paper 1 and NEA
14. NEA - The computing practical project

Assessment Year 2:

Full A level Exam

Paper 1: this paper tests a student's ability to program, as well as their theoretical knowledge of Computer Science from subject content 1-4 and skills from topic 13.

- On-screen exam: 2 hours 30 minutes
- 40% of A-level Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document

Paper 2: this paper tests a student's ability to answer questions from subject content 5-12.

- Written exam: 2 hours 30 minutes
- 40% of A-level Compulsory short-answer and extended-answer questions Non-exam Assessment (NEA)

The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving, as shown in section 13.

Entry Requirements: Students are required to achieve 5 or more grade 5s (GCSE or BTEC equivalent) Minimum grade 6 in Computer Science. If you have not studied GCSE Computer Science, you must have Grade 6 Maths minimum

Rugby Free Secondary School

All course information is subject to change

A-Level Geography

Geography is for those interested in the world around them, and how people and the environment interact. It is suitable for those interested in the sciences and natural sciences, but who want to focus on actual places and real life situations, taking in traditional and contemporary issues. By studying Geography at A- Level, students will develop a deep understanding of the world around them and how it can change. Geography combines well with both arts and science subjects.

Geography is highly valued by universities as an A Level choice. The Russell Group report names geography as one of the eight facilitating subjects. This is a subject most likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university.

Skills Needed:

- Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.
- Use of overlays, both physical and electronic.
- Literacy – use of factual text and discursive/creative material and coding techniques when analysing text.
- Numeracy – use of number, measure and measurement.
- Questionnaire and interview techniques
- Catographical, graphical, statistical and ICT skills.

Enrichment Opportunities:

- Both Human and physical fieldwork ranging from local river fieldwork to international trips, for example Italy (Vesuvius) and Iceland

Curriculum Year 1:

Water and the carbon cycles

Focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. This topic invites students to contemplate the magnitude and significance of the cycles at a variety of scales, their relevance to wider geography and their central importance for human populations.

Hazards

Focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy.

Changing Places

Focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time

Geographical Fieldwork

All students are required to undertake fieldwork in relation to processes in both physical and human geography. Students must undertake four days of fieldwork during their A-level course.

Assessment Year 1:

Pre-public examination on both human and physical elements.

Curriculum Year 2:

Physical Geography a choice of:

Glacial landscapes or

Focuses on glaciated landscapes. These are dynamic environments in which landscapes continue to develop through contemporary processes but which mainly reflect former climatic conditions associated with the Pleistocene era.

Coastal systems or

Focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable.

Hot deserts and landscapes

The focus is on hot deserts and their margins, where the operation of characteristic aeolian and episodic fluvial processes with their distinctive landscape outcomes are readily observable.

Human Geography a choice of:

Global systems and global governance

Focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.

Population and the environment or

Designed to explore the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment.

Contemporary urban environments or

Focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations.

Resource security

Focuses on the large-scale exploitation of unevenly distributed natural resources, which is one of the defining features of the present era.

Assessment Year 2:

A Level Geography is split into three components for the AQA exam board:
Component 1- Physical Geography: This is assessed by a 2.5 hour exam
Component 2- Human Geography: This is assessed by a 2.5 hour exam
Component 3- Geographical Investigation: This is a 3000-4000 word investigation.

Entry Requirements: Students are required to achieve a Grade 6 at GCSE Level in Geography.

Rugby Free Secondary School

All course information is subject to change

A-Level History

A-level History is designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. Our qualifications will help them to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The engaging topics available to them throughout the course will provide them with the knowledge and skills they require to succeed as historians.

Skills Needed:

- Resilient and independent learners
- Effective note taking
- Analytical writing
- Research Problem Solving
- Evaluation of text and sources
- Discussion
- Essay writing
- Reaching Judgements

Enrichment Opportunities:

- Potential trip to Hampton Court for their Mid Tudor Crisis

Curriculum Year 1:

A level history will encourage you to:

- Develop an interest and enthusiasm for history and an understanding of it's intrinsic value
- To acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity.
- To build on your understanding of the past through experiencing a broad and balanced course of study
- To improve your ability to be an effective and independent learner and a critical and reflective thinker.
- To develop your ability to ask relevant and significant questions about the past and to research them.
- To develop your use and understanding of historical key terms, concepts and skills
- To make links and draw comparisons within and across different periods and aspects of the past.
- To organise and communicate your historical knowledge and understanding in different ways, to be able to argue a case and reach substantiated judgements.

Subjects studied:
Component 1- Breadth Study-1C The Tudors: England, 1485–1547
Component 2-Depth Study- 2Q The American Dream Reality and Illusion 1945-1980

Assessment Year 1:

Component 1 - Breadth Study Breadth Study - How are you assessed? Working towards completion of a written exam 2hrs 30mins
Component 2: Depth study - What's assessed The study in depth of a period of major historical change or development and associated primary evidence. Assessed • written exam: 2 hours 30 minutes

Curriculum Year 2:

A-level students must take assessments in all three of the following components in the same series: •

- Component 1: Breadth study - Carrying on with the topic and content begun in year 12
- Component 2: Depth study - carrying on with the topic begun in year 12
- Component 3: Historical investigation (Personal study)

Assessment Year 2:

Component 1: Breadth study written exam: 2 hours 30 minutes
Component 2: Depth study written exam: 2 hours 30 minutes

Entry Requirements: Students are required to achieve a Grade 6 in English and preferably a GCSE in History too

Rugby Free Secondary School

All course information is subject to change

A-Level Philosophy and Ethics

A-Level Philosophy and Ethics is a course aimed at students who want to develop their analytical and critical thinking skills, as well as asking questions about the world we live in. From ethical conundrums to debates around the nature of knowledge, religion and the mind itself, students will be presented with engaging texts from a variety of viewpoints, and will become adept at using these to articulate their own worldview.

Skills Needed:

- Effective note taking
- Critical thinking
- forming a persuasive argument
- Debating
- Engaging with and evaluating texts
- Constructing essays
- Developing points of view

Enrichment Opportunities:

- Opportunities for wider reading
- Potential for a debating union/club

Curriculum Year 1:

The curriculum in Year 1 will consist of modules 1 and 2 of the A-Level course:

1. Epistemology:

This focuses on the concept of knowledge; what it is, when we can truly 'know' things and what the criteria are for this. This includes:

- **The Tripartite view of knowledge**
- **Perception as a source of knowledge with reference to Direct Realism, Indirect Realism and Berkeley's Idealism**
- **Reason as a source of knowledge with reference to Innatism, the debate between intuition and deduction**
- **The argument from Scepticism and the limits of knowledge**

2. Moral Philosophy:

This focuses on ethical debates- you will examine differing moral theories, applying them to situations and taking a closer look at what it actually means to refer to something as 'right' or 'wrong' This includes:

- **An in-depth study of three moral theories; Utilitarianism (Bentham and J.S Mill) Deontology (Kant) and Virtue Ethics (Aristotle)**
- **Applied ethics- applying these theories to ethical debates surrounding stealing, simulated killing (within computer games, plays, films etc), eating animals and telling lies**
- **Meta-Ethics- the status of moral language and whether moral statements, such as 'murder is wrong' can have truth values.**

Assessment Year 1:

There will be a pre-public exam at the end of Year 1 covering these two modules- a mock Paper 1 of the A-Level Course

In addition to this, exam-style essay questions and pre-reading will be set regularly throughout the year.

Curriculum Year 2:

The curriculum in Year 2 will consist of modules 3-4 of the A-Level Course:

3. Metaphysics of God

This module focuses on the nature of the Judeo-Christian God- arguments for his existence and the status of religious language. This includes:

- **The Ontological, Teleological (Design) and Cosmological arguments for the existence of God.**
- **The Problem of Evil- what it is and its ramifications for the existence of God**
- **Religious language- Cognitivists and Non-Positivist debates over the status of religious language and what it means.**

4. Metaphysics of Mind

This module focuses on philosophical debates about the human mind and the idea of 'consciousness', such as the 'Mind-Body Problem'. This includes:

- **Dualist theories- Property Dualism and Substance Dualism**
- **Physicalist theories- theories such as Eliminativism and Physicalism, which states the mind is part of the body and not a separate entity/substance**
- **Functionalism- all mental states can be explained in terms of their functions.**

Assessment Year 2:

Students will sit their public A-Level exams

As with Year 1, pre-public exams will be taken and essay questions will be set throughout the year.

Entry Requirements: Students are required to achieve a Grade 6 in English Language/Literature

Rugby Free Secondary School

All course information is subject to change

A-Level Maths

A qualification in Mathematics is sought after by many employers, as it develops skills in logic, communication and problem solving. The A-level course is examined after 2 years of study over 3 two hour papers. These papers cover Pure Mathematics and Applied Mathematics in the form of Statistics and Mechanics in a ratio of 2:1.
Students will be assessed throughout the course in order to provide directed support, there will be a blend of topic based assessments to inform students of the competency with a given topic and multi-topic assessments to support retrieval and to give students a picture of the long term understanding of the course.

Skills Needed:

- Have very good mathematical knowledge
- Be tenacious
- Be independent learners
- Be problem solvers
- Go above and beyond what is expected
- Have a genuine love for the subject

Enrichment Opportunities:

- Students encouraged to attend Masterclasses at various universities both locally and nationally
- For those with at least a Grade 8 there is the opportunity to delve into the A Level Further Maths course.

Curriculum Year 1:
A-level Mathematics is a linear specification with no specific modules.
All students will learn aspects of:

- Pure Mathematics
- Mechanics & Statistics.

Assessment Year 1:
The course is 100% examined at the end of the final year. Within year 1 assessments will consist of 2 written internal exam papers at the end of Year 12
Based on the Year 1 content. Paper 1: Pure mathematics. Paper 2: Statistics & Mechanics.

Curriculum Year 2:
All students will learn aspects of

- Pure Mathematics,
- Mechanics and Statistics

Pure Mathematics accounts for 2 thirds of the curriculum with Mechanics and Statistics both equating to 1 third of the curriculum.

The second year curriculum builds on and extends on what was covered in the first year. It also introduces new topics.

Assessment Year 2:
This course is 100% exam based and will consist of 3 written exam papers

A-level Paper 1: Pure Mathematics 1. 2 hour exam paper out of 100 marks.
Accounts for 1 third of the final A level qualification

A-level Paper 2: Pure Mathematics 2. 2 hour exam paper out of 100 marks.
Accounts for 1 third of the final A level qualification

A-level Paper 3: Statistics and Mechanics. 2 hour exam paper out of 100 marks.
Accounts for 1 third of the final A level qualification

Entry Requirements: Students are required to achieve a Strong Grade 6 in GCSE Mathematics, with secure Grade 7 algebra skills, Grade 5 in GCSE English Language

Rugby Free Secondary School

All course information is subject to change

A-Level Further Maths

A qualification in Mathematics is sought after by many employers, as it develops skills in logic, communication and problem solving. The A-level course is examined after 2 years of study over 4 1 hour 30 minute papers. These papers cover Pure Mathematics, Decision Mathematics and Mechanics in a ratio of 2:1:1.
Students will be assessed throughout the course in order to provide directed support, there will be a blend of topic based assessments to inform students of the competency with a given topic and multi-topic assessments to support retrieval and to give students a picture of the long term understanding of the course.

Skills Needed:

- An extremely good mathematical knowledge
- Be tenacious
- Be independent learners
- Be problem solvers
- Be able to see mathematics as a connected subject
- Go above and beyond what is expected
- Have a genuine love for the subject

Enrichment Opportunities:

- Students encouraged to attend Masterclasses at various universities both locally and nationally
- For those with at least a Grade 8 there is the opportunity to delve into the A Level Further Maths course.

Curriculum Year 1:
A-level Further Mathematics is a linear specification with no specific modules.
All students will learn aspects of:

- Pure Mathematics
- Mechanics
- Decision Mathematics.

Assessment Year 1:
The course is 100% examined at the end of the final year. Within year 1 assessments will consist of 2 written internal exam papers at the end of Year 12

Based on the Year 1 content. Paper 1: Core Pure mathematics. Paper 2: Decision & Mechanics.

Curriculum Year 2:
All students will learn aspects of

- Pure Mathematics,
- Mechanics
- Decision Mathematics

Pure Mathematics accounts for half of the curriculum with Mechanics and Decision each accounting for a quarter of the currciulum.

The second year curriculum builds on and extends on what was covered in the first year of both A Level Mathematics & Further Mathematics and introduces a range new topics.

Assessment Year 2:
This course is 100% exam based and will consist of 3 written exam papers

A-level Paper 1: Core Pure Mathematics 1. 1 hour 30 minute exam paper out of 80 marks.
Accounts for 1 quarter of the final A level qualification

A-level Paper 2: Core Pure Mathematics 2. 1 hour 30 minute exam paper out of 80 marks.
Accounts for 1 quarter of the final A level qualification

A-level Paper 3: Further Mechanics. 1 hour 30 minute exam paper out of 80 marks.
Accounts for 1 quarter of the final A level qualification

A-level Paper 4: Decision Mathematics.
1 hour 30 minute exam paper out of 80 marks.
Accounts for 1 quarter of the final A level qualification

Entry Requirements: Students are required to achieve a Grade 8 in Mathematics. Those achieving a Strong Grade 7 in GCSE Mathematics will be considered following a discussion with the Key Stage 5 Mathematics Leader. Grade 5 in GCSE English Language

Rugby Free Secondary School

All course information is subject to change

Level 3 Certificate in Mathematical Studies (Core Maths)

A qualification in Mathematics is sought after by many employers, as it develops skills in logic, communication and problem solving. The Mathematical Studies course is a complementary course to other subjects and is the equivalent to an AS Level. The course is designed to engage with real-life Maths rather than Maths of an abstract nature as covered in A Level Maths. Students will be assessed through a blend of topic-based and more holistic summative assessments.

Skills Needed:

- Have a good mathematical knowledge
- Be independent learners
- Be problem solvers
- Go above and beyond what is expected
- Have a genuine interest for the subject
- Be willing to engage in discussion of real-life situations related to the contexts within the course.

Enrichment Opportunities:

- Students encouraged to attend Masterclasses at various universities both locally and nationally

Curriculum Year 1:

Level 3 Mathematical Studies is split into two distinct papers, during Year 1 the focus will be on Paper 1, which covers;

- Data Handling Skills
- Personal Finance
- Fermi Estimation

Assessment Year 1:

The course is 100% examined at the end of the final year. Within year 1 assessments will consist of 1 written internal exam papers at the end of Year 12 based on the content covered during the year, it will include questions linked to pre-released case studies.

Curriculum Year 2:

Students will focus on Year 2 will be on Paper 2 in depth preparation for the exam through the study of the pre-released case study materials. Paper 2B covers;

- Critical Analysis
- Critical Path Analysis
- Expectation
- Cost-Benefit Analysis

Assessment Year 2:

This course is 100% exam based and will consist of 2 written exam papers

Paper 1 – Handling Data, Personal Finance & Fermi Estimates

Paper 2B – Critical Analysis, Critical Path Analysis, Expectation & Cost-Benefit Analysis

Both exams are equally weighted and refer to a bespoke set of case study material related to some of the topics on the paper.

Entry Requirements: Students are required to achieve a Grade 4 in GCSE Mathematics Grade & a Grade 4 in GCSE English Language

Rugby Free Secondary School

All course information is subject to change

A-Level Design & Technology Product Design

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers. This course will enable students to work with and specialise in different metals, woods, polymers and paper and board. The specification content also has links to subjects such as Computer Science, Business Studies, Art and Design and history.

Skills Needed:

- Students will have ideally studied Art and Design or Design and Technology at GCSE, although this is not essential.
- Students are required to demonstrate maths and science skills throughout the 2 year course.

Enrichment Opportunities:

- Visit to the Design museum
- Grand Designs show at NEC

Curriculum Year 1:

Technical principles:

- Materials and their applications
- Performance characteristics of materials
- Enhancement of materials, forming, redistribution and addition processes
- Use of finishes, modern, industrial, and commercial practice
- Digital design and manufacture
- The requirements for product design and development
- Health and safety, protecting designs and intellectual property
- Design for manufacturing, maintenance, repair and disposal,
- Feasibility studies
- Enterprise and marketing
- Design communication.

Designing and making principles:

- Design methods and processes,
- design theory,
- how technology and cultural changes impact the work of designers,
- critical analysis and evaluation,
- selecting appropriate tools and equipment,
- accuracy in design and manufacture,
- responsible design,
- design for manufacture and project management
- national and international standards.

Assessment Year 1

N/A - all formal assessment is linear, however students will complete practice NEA tasks and end of topic written assessments.

Curriculum Year 2:

Working on the same principles as Year 1

Assessment Year 2:

This course is linear - all written assessments and non-exam assessments are submitted/completed at the end of the course.

Paper (1) Technical principles: Written exam: 2 hours and 30 minutes, 120 marks, 30% of A-level.

Paper (2) Designing and making principles: Written exam: 1 hours and 30 minute, 80 marks, 30% of A-level.

NEA Practical application of technical principles, designing and making principles: Substantial design and make project, 100 marks, 50% of A-level.

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

Entry Requirements: Students are required to Ideally achieve a grade 5 in GCSE Art and Design and/or GCSE Design and Technology. Grade 5 in Maths and Science.

Rugby Free Secondary School

All course information is subject to change

Level 3 Diploma in Food Science & Nutrition

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates. This is an Applied General qualification. It is designed primarily to support learners progressing to university. It has been designed to offer exciting, interesting experiences that focus learning for 16 - 19 year old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry.

Skills Needed:

- Students will have ideally studied GCSE Food and Nutrition and Science.
- Have an interest in nutrition and want to gain a greater understanding about healthy eating.
- Students will also have an interest in the function of ingredients, and will want to know why ingredients do what they do
- Looking at the science behind ingredients and food.

Enrichment Opportunities:

- Visits to food industry/catering settings is encouraged
- Work placements.

Curriculum Year 1:

Unit 1: Meeting nutritional needs of specific groups.

The aim of this unit is to give learners an understanding of nutrients, their functions in the body and how nutritional requirements vary in different situations. They will be able to use this understanding to critically assess diets of specific target groups and plan changes needed to ensure a nutritional balance is maintained. They need to acquire skills to enable the planning and cooking of nutritionally balanced/ complex dishes, whilst demonstrating an understanding of the importance of food safety.

Assessment Year 1

Unit 1 is mandatory and assessed internally and externally.

Curriculum Year 2:

Unit 2: Ensuring food is safe to eat.

The aim of this unit is to give learners an understanding of hazards and risks in relation to storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks. They will be able to use this understanding to be able to produce guidance material to facilitate the training of new food handlers recommend control measures that need to be in place, in given environments, to ensure that food is safe to eat.

Unit 4: Current issues in food science and nutrition.

The unit aims to provide learners with the opportunity to develop knowledge and understanding of an issue that is currently affecting or recently affected the consumer food choice within the food industry. This may be something they have developed an interest in through their earlier studies or something they are introduced to through this unit. The issue will be current in that it has arisen in the last five years or is on-going. The food industry is dynamic and continually responding to demands and changes in consumer choice, government policy and the environment. Many of these demands and changes are issues that can be studied in depth to be the focus of a research project. Throughout the unit, learners will have the opportunity to reflect on the knowledge that they have gained in other units of the qualification to appreciate the connections between different aspects of their learning of food science and nutrition.

Assessment Year 2:

Unit 4 is internally assessed. Unit 2 is externally assessed. 3 units are needed for the diploma.

Entry Requirements: Students are required to Ideally achieve a grade 5 in Science and English, and Food and Nutrition. It is possible to study the course without having achieved the GCSE in Food and Nutrition, but students should demonstrate a passion for cooking and nutrition and have an interest in current issues in the food industry.

Rugby Free Secondary School

All course information is subject to change

A Level Spanish

A level Spanish builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or to further study, including a modern languages degree. The approach is a focus on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish.

Skills Needed:

- A 4-6 grade in GCSE Spanish minimum to continue with previous knowledge as the subject will be taught 100% in the second language (Spanish)
- Resilience and curiosity are a must, as the content will cover in a deeper way Spanish grammar but also will cover cultural and social aspect that will help students to understand the background of Spanish language.

Enrichment Opportunities:

- Intensive study week in Spain.
- Lessons and staying with Spanish families to understand the culture from inside.

Curriculum Year 1:

Phase 1: intensive grammar programme linked to thematic content.

- Aspects of Hispanic society: social issues and trends
- Artistic culture in the Hispanic world

Phase 2: development of all skills through theme-linked teaching and learning.

- Aspects of Hispanic society: social issues and trends Artistic culture in the Hispanic world
- Chosen film or book

Phase 3a: practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. Content focus according to assessment tasks:

- essay-writing on book or film
- speaking and stimulus cards
- reading, listening and translation according to sub-themes and aspects.

Phase 3b: 'top up' teaching on film or book for A-level needs. Developing skills in speaking, essay writing, listening, reading and translation into and from target language. Explore independent research possibilities. Transition between year 12 work (sub-themes) and year 13.

Assessment Year 1

1. Essay writing skills and the study of 2 works (film + book or 2 books) 20%
2. All other skills 80% (including the research project)
3. Time needed to support and oversee independent research project for the speaking assessment

Curriculum Year 2:

Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work.

- Aspects of Hispanic society: social issues and trends
- Aspects of political life in the Spanish-speaking world
- Study of second work.

Phase 2: as for phase 1 with less time spent on the 2nd work and more time spent on social issues.

- Aspects of Hispanic society: social issues and trends.
- Aspects of political life in the Spanish-speaking world.
- Study of second work.

Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking). The content and skills aspects of the A-level course are now completed.

Phase 4: intensive and comprehensive exam preparation. All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams.

Assessment Year 2:

1. Essay writing skills and the study of 2 works (film + book or 2 books) 20%
2. All other skills 80% (including the research project)
3. Time needed to support and oversee independent research project for the speaking assessment

Entry Requirements: Students are required to Ideally achieve a grade 5 in GCSE Spanish.