



SIR THOMAS RICH'S

GLOUCESTER

Sixth Form 2019-20

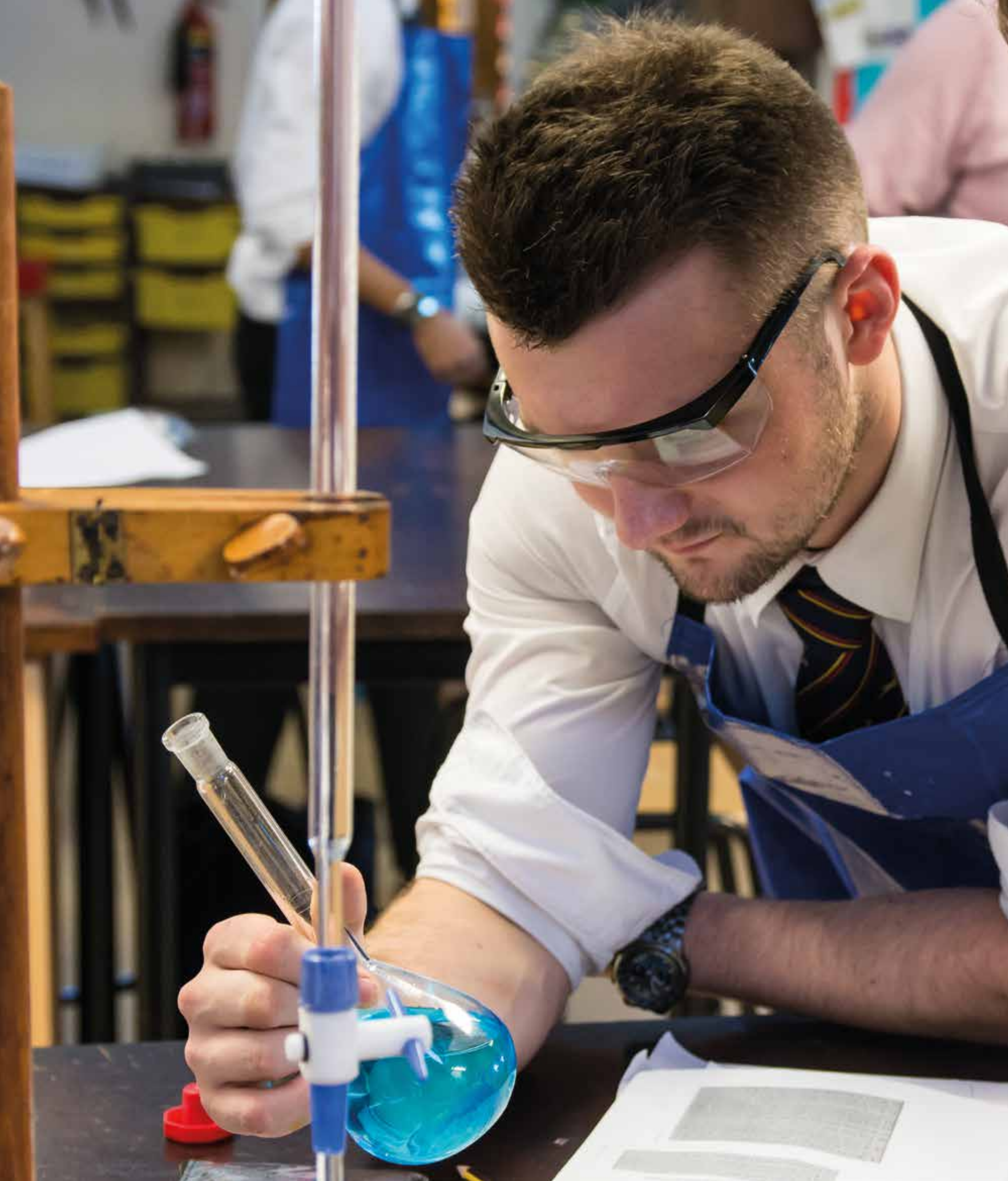


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SIR THOMAS RICH'S
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The School's Ethos

One of the highest attaining schools in the country, Sir Thomas Rich's attracts high-ability students who work hard and aspire to achieve the best results they can.

Every Ofsted report has graded every aspect of Rich's as outstanding, from behaviour to extra-curricular provision, quality of teaching to academic attainment, and examination results are typically at the highest grades. The School has a fine record of Oxbridge and higher education entry, and almost all our Sixth Formers go on to further specialist study.

We pride ourselves on knowing our students well and our 'small school ethos' – we recognise that attainment is nothing without a firm commitment to the health and well-being of our pupils, and we work hard to ensure that our students are treated as individuals and thrive in an atmosphere of respect, care and support.

Our Sixth Form numbers 398 students, of whom 153 are girls, and students typically study 3 or 4 subjects at A Level. We know that joining a new school in Year 12 and the prospect of more advanced study can be daunting for many, and we work closely with students and their parents to ensure that students settle quickly, enjoy their studies, make progress and become valued members of the Rich's community.





SIR THOMAS RICH'S
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Sixth Form Life

While academic excellence is at the heart of everything we do at Rich's, our unrivalled sporting and extra-curricular opportunities attract pupils from around the county and beyond. For example, our First XV finished the last rugby season as the highest placed state school in the country for rugby, and we are the only Sixth Form in the area to offer a regular girls' overseas netball tour – Malta in 2018.

There are a wide variety of activities and trips available to our students, from regular music and choral concerts and drama performances, to the overseas rugby tour, annual ski trips, visits to PMM School in Uganda, Duke of Edinburgh Award expeditions and many subject trips throughout the UK and abroad.

Preparing our students for life after school is also core to our work, and we offer a varied programme of careers advice and higher education planning throughout students' time in the Sixth Form, including conferences, interview practice and visiting speakers from universities.

We welcome visits from Year 11 girls and boys currently studying at any school to view our modern Sixth Form facilities, find out more about the A Level courses and extra-curricular opportunities on offer, and to speak with teachers and current Year 12 and 13 pupils about life at Sir Thomas Rich's.

If you would like to find out more about studying at Rich's, see our website at www.strschool.co.uk/admissions/sixthform for further information and dates for upcoming open days and evenings.



Art



WHY STUDY ART?

Most students choose Art because they enjoy it. As a practical subject, Art is able to offer a contrast to most other A Level subjects and allows students the opportunity to explore ideas and progress in a personal way.

Many students choose Art because they enjoy the challenge and the opportunity to choose topics and techniques that build on their experiences at GCSE.

Art encourages self-discipline and organisation, whilst allowing students to interact with their peers, as well as members of staff. Art lessons are taught to both Year 12 and Year 13 students at the same time, so pupils benefit from the advice and support of others who have undergone similar experiences. Many students who choose Art discover it becomes their favourite subject.

TOPICS

There are no set topics within the A Level Art Specification. The coursework element is generated directly from the four-day residential trips undertaken in September each year, either to St. Ives or Bristol.

On our return, students are encouraged to find their own direction, with individual guidance, based on their particular interests. This ensures that every student is working on aspects of the subject that engage them, which is much more likely to be a positive experience than following a series of set tasks. The resulting work is varied, challenging and exciting.

Each coursework unit lasts from September to January and is broken up into three-week mini-projects, interspersed with Appraisal Weeks, where students discuss their progress in groups. Final outcomes are generally completed after Christmas.

EXAMINATION

Students take the AQA Art and Design (Unendorsed) A Level route. The course contains a coursework and an examination element, each worth 50% of the total mark. The coursework lasts from September to January each year, with the examination starting in February and ending in May.

The examination is known as the 'Externally Set Task' and begins with a paper set by AQA containing a selection of starting points.

Students will be given guidance and support throughout the examination period, beginning with a presentation outlining possible ways of interpreting each question.

CAREERS

Students who have studied Art at A Level have gone on to many varied career paths. This not only includes the traditional art-based degree areas such as architecture, textile design, interior design, fine art, film-making and photography, but also less expected career paths, such as dentistry, law and teaching.

Until recently, the most popular move after A Level Art was to take an Art Foundation Course, although since the closure of the course at Cheltenham, many students now choose to apply directly to a degree course.

Previous students have gone on to careers as freelance illustrators, in photography and have studied Architecture at Edinburgh Edinburgh College of Art.

Picture: Work featured at the 2018 A Level Art exhibition



WHY STUDY BIOLOGY?

Biology is rewarding, challenging, interesting and above all relevant. It is the study of life – your future. Your knowledge of Biology may be used to understand and perhaps help solve many of today's problems, such as illness, food production, conservation and the control of pollution. You will gain an awareness of contemporary issues such as organ transplantation, disease epidemics, genetic engineering and biotechnology. You will gain practical, manipulative and observational skills, and develop the ability to interpret and evaluate data.

TOPICS

Year 12 units include work on cell structure, biological molecules, exchange systems (eg breathing), plant and mammalian transport, cell division, DNA and protein synthesis, evolution, biodiversity, disease and the immune system.

Year 13 units include work on homeostasis, nerves, hormones, excretion, photosynthesis, respiration, genetics, cellular control, biotechnology, plant and animal responses, ecosystems, populations and sustainability.

Year 12 students visit the Natural History Museum in Oxford to study classification and evolution. Year 13 students are expected to attend a four-day residential course held at a Field Studies Council Centre in Pembrokeshire.

EXAMINATION

The Examination Board for the course is OCR Biology A Specification.

The examination will consist of three written papers. The papers will include content from the Year 12 and Year 13 teaching units:

Paper 1. Biological Processes, 2h 15min (100 marks).
Paper 2. Biological Diversity, 2h 15min (100 marks).
Paper 3. Unified Biology (synoptic), 1h 30min (70 marks).

Biology

Practical-based questions will be included in all papers (15% weighting). There will be a minimum 10% mathematical skills weighting. Examinations will include a mixture of multiple choice, short answer and extended response questions.

Practical Endorsement:

Practicals will be carried out throughout the course. Students must record a minimum of 12 of these (showing a range of skills). These will be assessed to achieve a 'Practical Endorsement: Pass' on their Biology A Level certificate.

CAREERS

Biology has direct relevance to many degrees and career paths, and is especially useful for those wishing to progress further in medical, environmental or biochemical careers. Previous students have gone on to careers in medicine, dentistry, veterinary medicine, physiotherapy, nursing, radiography, ophthalmology, microbiology, forensics, pharmacy, teaching and horticulture. Students have also gone on to research in biochemistry, environmental issues and marine ecology.

Biology is recognised as a challenging subject by universities and is a highly valued A Level qualification, whatever the discipline applied for. Biology will help you develop a diverse range of important skills – including research, practical, analytical and evaluative skills – which will aid your progression in your chosen career path.

Every year many of our students are inspired to continue their Biology studies at university. Most recently at Bristol, Cardiff, Durham, Exeter and Reading. This year there were also five students who went on to study Medicine at London, Nottingham and Plymouth.

Picture: Biology field trip, Pembrokeshire

"After studying Art throughout lower school, I decided to continue into A Level. The versatility of the subject and its potential for creativity, whilst offering students the chance to express themselves in an enriching and unique way, is what makes it truly appealing. Art offers the freedom to become a well-rounded student using personal development; I would therefore recommend Art to all students regardless of any desired career path."

Arun Mistry



"Biology is a captivating subject allowing you to develop your knowledge and understanding of a vast range of topics from anatomy to ecosystems. Everyone will find something that fascinates them. This diverse subject is well taught and brought to life in a variety of interesting ways, including laboratory-based practicals and field studies, providing a rewarding outcome."

William Naylor



Business



WHY STUDY BUSINESS?

Business is a dynamic subject as the business environment is constantly changing, and this is what makes it so exciting to study. On the academic side, Business involves analysing the internal workings of contemporary business organisations with the focus on areas such as marketing and production. The external environment within which businesses operate is also studied, along with the effects this can have upon decision-making within a business. We also refer to major topical issues that can generate change for business organisations, such as the decision to leave the EU, and the 2008 Credit Crunch and tentative recovery. Current case studies are often utilised in the classroom and students are encouraged to keep up-to-date with business in the news by reading broadsheets and watching TV programmes such as The Apprentice and Dragon's Den.

TOPICS

In studying Business at A Level, you will learn how businesses operate in terms of the following departmental areas: marketing, accounting and finance, human resource planning and operations management. The level of study is far more rigorous than at GCSE, for example work on human resources involves analysing numerous motivation theories, evaluating different leadership styles, understanding the trends in flexible work patterns and examining different hierarchical structures. In the second year there is a much greater focus on business objectives and strategy, including tactical decisions and operational decisions. The causes and effects of change are examined in much more depth, and there is a wider international dimension when studying such issues as fluctuations of exchange rates and trade barriers.

EXAMINATION

Assessment is 100% examination. There are three examinations at the end of the second year. All three papers are 2 hours 15 minutes in length and are equally weighted in determining the final grade. Each component builds on the knowledge and understanding of the previous components.

Component 1, Business Opportunities and Functions, consists of compulsory short answer questions and compulsory data response questions based on basic business topics such as types of businesses and external factors influencing businesses.

Component 2, Business Analysis and Strategy, consists of compulsory data response questions focused on analytical and decision making models and business strategy.

Component 3, Business in a Changing World, consists of compulsory high-mark questions based on a case study and one essay question from a choice of three.

CAREERS

You may wish to pursue a degree course in Business or a specific area of the subject that you have enjoyed. For instance, many students go on to study Marketing, Economics, Accounting, Law, Politics and Business Management. Alternatively, you may wish to study a combined course such as Business with a Language, Business with Sport Studies or the Psychology of Business.

Instead of higher education you may decide to enter the workforce, and many employers will welcome the fact that you have knowledge of business; there are many suitable industries to enter such as finance, retail, marketing and manufacturing. Alternatively, you may wish to start your own business and your knowledge of Business A Level would be of great help when writing and implementing your business plan.

Recent students have continued their studies in a variety of degree subjects, including: Business Management, Accounting and Finance, Aviation Management, Business Computing, Business Management and Economics, and Business Administration.

University destinations in 2018 included Bristol, Birmingham, Coventry, Strathclyde, Reading and Sussex.



"I chose to study Business as I liked the real world application and I am thoroughly enjoying the subject. Despite the fact that I did not study Business at GCSE, the teachers have supported my learning fully and I do not feel at a disadvantage. I have been able to transfer my skills and understanding of the subject into my involvement with Young Enterprise. I am considering a future career in PR and marketing as I have enjoyed studying this part of the course."

Bethany Powe

Chemistry

WHY STUDY CHEMISTRY?

Chemistry seeks to explain the behaviour of matter around us so we have a better understanding of how things work, enabling chemists to improve anything from anti-cancer drugs to industrial catalysts, new smart materials to biodegradable plastics.

As a chemist, you might be involved in making new materials for faster computers and more complex mobile phones, or working in a dynamic business environment. From research in space to the depths of the oceans, Chemistry is the central science bringing together essential aspects of Biology and Physics. It is routinely required for Medicine or other related courses.

It remains a very popular yet challenging subject as students seek to broaden their chemical understanding, preparing themselves for higher education as well as complementing other scientific study.

TOPICS

The topics studied over the two years:

- Atoms, compounds, molecules and equations
- Amount of substance, acid-base and redox reactions
- Electrons, bonding and structure
- The Periodic Table and periodicity Group 2 and the halogens
- Reaction rates and equilibrium pH and buffers
- Enthalpy, entropy and free energy
- Redox and electrode potentials
- Transition elements
- Organic chemistry
- Polymers, organic synthesis
- Analytical techniques (IR and MS)
- Chromatography and spectroscopy (NMR)

Emphasis throughout the course is on developing knowledge, competence and confidence in practical skills and problem solving. You will learn how society makes decisions about scientific issues and how sciences contribute to the success of the economy and society.

EXAMINATION

Total of 6 hours of examinations (2 x 2 hours 15 minutes and 1 x 1 hour 30 minutes), taken at the end of the second year.

Pupils will be expected to answer a wide range of question types including multiple choice, short answer and extended response questions.

Pupils will also be expected to complete a practical endorsement during which pupils will display a number of skills.

CAREERS

Students who have studied Chemistry at A Level enter university to study a variety of subjects: Chemical Sciences, Medicine, Dentistry, Veterinary Science, Medical Sciences and Forensic Science, as well as a wide range of other science subjects.

More recently, students have chosen the more traditional route of Chemistry degrees. Others have gone on to study Law, Archaeology and subjects not directly related to sciences.

"Chemistry is a compelling subject which enables you to have a greater understanding of how the natural world works. The subject is challenging but rewarding and Chemistry A Level explores topics studied at GCSE in more depth, as well as developing your practical techniques."

Ben Vernall



Computer Science



WHY STUDY COMPUTER SCIENCE?

Computer Science is a rapidly developing field that is involved in almost every facet of modern life. As a subject it combines aspects of disciplines such as Mathematics, Engineering, Psychology and Linguistics. In addition to forming a good foundation for further study, or a career in Computer Science itself, the course helps students to develop skills which are useful in many industries, analysing problems and designing solutions for them, as well as logical thinking and independent working.

TOPICS

- Fundamentals of programming
- Data structures
- Algorithms
- Theory of computation
- Data representation
- Computer systems
- Computer organisation and architecture
- Consequences of uses of computing
- Communications and networks
- Databases
- Big data
- Functional programming
- Systematic approach to problem solving
- Programming task (NEA)

EXAMINATION

Paper 1, worth 40% of total marks. A 2 hour 30 minute online examination that tests programming skills and knowledge. Students answer a series of short questions and adapt/extend programs provided by the examination board.

Paper 2, worth 40% of total marks. A 2 hour 30 minute written examination that tests knowledge and understanding across the subject. Students answer a series of short answer and extended answer questions.

Non Examined Assessment (NEA), worth 20% of total marks. Students complete a practical programming project which tests knowledge and skills through investigating and solving a practical problem.

CAREERS

Computer Science opens up a range of career opportunities, including:

- Systems analyst
- Software developer
- Network administrator
- Database designer
- Website developer
- Cyber security
- Industrial and research work in fields such as Artificial Intelligence and Robotics/Autonomous Devices

In 2018 leavers went on to study Computer Science, Computer Games Design and Forensic Computing and Security at Bristol University, Gloucestershire University and UWE.



"Computer Science is an interesting and rewarding subject which engages you like no other. The entire experience is both educational and fun, and the journey to the final task was the most rewarding I had in School."
Tom Falkiner

Economics

WHY STUDY ECONOMICS?

Economics relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. The economic way of thinking can help us make better choices. Students following an Economics course will develop an enquiring, critical and thoughtful 'economist's mind'. They will develop an understanding of current economic issues, problems and institutions that affect every day life.

This course allows students to explore a range of economic issues and draw on data from local, national and international sources. In studying Economics, students will gain an understanding of issues such as: Will Brexit damage the UK economy? Can car usage be reduced through toll roads? Can the Government control big business power? Can the Government continue to scale back public spending? Can the Bank of England monitor and control the banking sector?

Students develop their ability to analyse, apply and reason in different situations using appropriate techniques, language and vocabulary.

TOPICS

Central to Economics are the forces of demand and supply that lead to the price mechanism allocating scarce resources in markets – this is the focus of microeconomics. Real world case studies are drawn on to illustrate economic theory in practice. However, there are cases of markets failing and we study their causes and possible policy remedies. Policy remedies are evaluated for their effectiveness. Macroeconomics involves the study of the key measures of economic performance and the main objectives and instruments of economic policy.

Students are introduced to the use of aggregate demand and aggregate supply curves to understand why demand and/or supply side policies may be seen as appropriate ways of managing an economy.

EXAMINATION

This course is 100% examination with three examinations at the end of the second year. The examinations cover: microeconomics, macroeconomics and the final paper integrates both micro and macro.

The examinations consist of:

- Multiple choice questions
- Data response questions that range from 2 marks up to 15 marks
- High-marked essay questions (with some choice)

CAREERS

You may wish to pursue a degree course in Economics or a specific area of the subject that you have enjoyed, such as Development Economics. Alternatively, you may wish to study a related subject such as Business Management, Marketing, Accounting, Law, Politics and Land Management.

Instead of higher education you may decide to join the workforce and many employers will welcome the fact that you have knowledge of Economics. Suitable careers may be found in banking, law, retail, management, accountancy and economic analysis.

Numerous former students have continued their studies in Economics at university. Recent students have read Economics at Oxford, Cambridge, York, Cardiff, Birmingham, Exeter and Bath. Students have also taken related courses, such as Land Economy at Cambridge, Philosophy, Politics and Economics at York and Accounting and Finance at Warwick.



"Taking Economics has increased my understanding of what is going on in the world. The subject is incredibly useful and lessons are interesting and engaging. There are also lots of extra-curricular opportunities such as Young Enterprise, and this has enhanced my interest in the subject further. I also hope to be part of the Target 2.0 team next year to learn more about Bank of England decision-making. I now intend to study Economics at a Russell Group university or in the US."
George Hawthorne

English Literature



WHY STUDY ENGLISH LITERATURE?

You will enjoy studying English Literature at A Level if you want to become familiar with a selection of the best contemporary and classic writing. You will study a wide range of texts chosen from writers as diverse as Shakespeare, Tennessee Williams, Geoffrey Chaucer and Thomas Hardy, and take part in stimulating lessons based around discussion and debate. The course offers ample opportunity to study contemporary literature and to make your own independent choices for coursework.

We want to attract students who love reading and who recognise the importance of literature as an integral and exciting part of our culture. English Literature is a well respected subject amongst Russell Group universities, and the skills of debate, analysis and written communication you will acquire will be invaluable across a wide range of subjects at A Level, at undergraduate level and in the wider world of work.

TOPICS

English Literature A Level offers you plenty of variety; you will be able to study a range of texts and topics across all three genres of prose, drama and poetry.

Texts range from plays by Shakespeare to contemporary texts by writers such as Margaret Atwood and Khaled Hosseini. The coursework element allows room for individual choice of texts and topics. The study of prose texts is genre-based, with topics such as Crime and Detection, Science and Society, and Women and Society currently set for study.

EXAMINATION

We study the Edexcel Specification for A Level English Literature:

Component 1. You will study a play by Shakespeare (currently Hamlet or Twelfth Night) and one other drama text, A Streetcar Named Desire. Assessment is by a 2 hour exam, where you will answer one question on each text.

This is an open-book exam and it is worth 30% of the A Level marks.

Component 2. You will study two novels on a chosen theme, currently Women and Society, Science and Society or Crime and Detection, one of which must have been published before 1900. Assessment is by a 1 hour exam, where you will answer one comparative question. It is an open-book exam and is worth 20% of the A Level marks. Texts currently being studied for this unit include Margaret Atwood's The Handmaid's Tale, and Thomas Hardy's Tess of the D'Urbervilles.

Component 3. You will answer one question comparing contemporary poetry you have studied with an unseen poem and then one question on your set poet or poems, currently Chaucer's The Wife of Bath's Prologue and Tale, or Romantic Poetry. This is a 2 hour exam and is open book. It is worth 30% of the A Level marks.

Component 4. Coursework. You will write one comparative essay on two texts. Here you will be able to choose the texts you wish to study and write about, although they must be linked by theme or period. The word count is 2500-3000 words. This component is worth 20% of your A Level marks.

CAREERS

Students of English Literature often go on to top-ranking universities to study English and other related subjects. English Literature A Level is listed as a Facilitating Subject for a wide range of degree courses, including Law, at Russell Group universities.

After university, English degrees are a sound basis for a wide range of careers, for example in public relations, journalism, publishing, the media, law, marketing and management consultancy.



WHY STUDY FRENCH?

The official language of France, Switzerland and Belgium, French is the most widely spoken language in Europe. Its influence extends further afield, being one of the official languages of Canada and spoken in Africa, Asia, the Caribbean and Polynesia.

In an increasingly competitive world, learning French can provide international opportunities that are otherwise not available. Achieving competence in French can enhance your career prospects in a wide range of job sectors, including business, advertising, travel and tourism, government service and teaching.

With stunning and varied scenery, fine food and a rich culture, France and the French language have much to offer. In addition to timetabled periods of French, students have a weekly conversation class with the French language assistant, which helps them to increase fluency and confidence in speaking.

Students are expected to be actively involved in the lessons, contributing to group discussions, making short presentations, listening and responding to authentic French.

We expect students to display an enthusiasm for French language and culture, as well as the determination to develop their language skills to the full. Taking the opportunity to visit France is one way of doing so and students will be offered the chance to undertake a week's work experience in the country.

EXAMINATION

Students are prepared for the AQA A Level qualification. Students take the following examinations at the end of Year 13:

Paper 1. Listening, Reading and Writing (50% of A Level).
Paper 2. Writing, Literature and Cinema (20% of A Level).
Paper 3. Speaking (30% of A Level).

French

CAREERS

Students at Sir Thomas Rich's combine the study of Modern Foreign Languages with a wide range of other subjects. This adds variety to their curriculum and boosts their future career prospects in an era of globalisation where communication is often the key to success.

Former Rich's linguists have pursued careers in many different areas of employment, such as journalism, teaching, translation and many other areas including sales and marketing, law and tourism.

Students have embarked on a variety of Modern Foreign Languages-related degree courses in the last three years:

2018

- Birmingham, Law with French Law
- Warwick, Modern Languages
- Swansea, French and Italian

2017

- Birmingham, Modern Languages with Business Management
- Birmingham, Modern Languages

2016

- Cardiff, Law and French
- Southampton, French and German
- Warwick, Modern Languages and Linguistics
- Swansea, French and Spanish

"I chose English Literature because of the versatility of the subject, and because it complements other arts subjects. It was also genuinely fun and thought provoking, and the teachers were fantastic."
Sam Keeling



"I have really enjoyed my French lessons so far. The teachers are very enthusiastic and my understanding of the language improved a lot after just a few weeks of being at the School."
Isabel Jones



Geography



WHY STUDY GEOGRAPHY?

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them.

Global warming, sustainable energy production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of our oceans are just some of the great challenges facing the next generation of geographers.

Geography acts as a bridge between the Sciences and the Humanities and therefore can be combined appropriately with a wide range of other studies, from the Sciences and Mathematics to Languages, History and Economics.

TOPICS

The A Level Specification we have selected for Sir Thomas Rich's students provides a good balance of Physical and Human Geography. In Physical Geography we study themes such as glaciation, tectonics and hydrology. This study will include several days' fieldwork, some of which will take place in Snowdonia, and students will be encouraged to come up with ideas for their own independent investigations.

Human Geography includes traditional topics such as development and settlement but with a contemporary theme, for example place rebranding and global governance.

EXAMINATION

We study the EDUQAS (WJEC) Geography course.

Component 1. Written examination (30%), Changing Landscapes – Glaciation, with a focus on Snowdonia. Includes residential fieldwork. Changing Places – Rural and Urban Settlement Issues, including rebranding, globalisation and economic change.

Component 2. Written examination (30%), Global Systems – Water and Carbon Cycles. This includes traditional study of hydrology. Global Governance: Change and Challenges. This includes global migration issues and the challenge of governing the world's oceans.

Component 3. Written examination (20%), Tectonic Hazards – Earthquakes and Volcanoes. Contemporary Themes – Energy challenges and dilemmas. Development in an African context.

Component 4. Independent Investigation (20%). This project will be supported through local and residential fieldwork investigations.

CAREERS

Choosing Geography at school can open the doors to a university degree, either specifically in Geography or by combining Geography with other A Levels to gain a place on a degree programme in another subject.

An A Level in Geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of work. We know this is true because so many employers prize the knowledge and skills that studying Geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies or communication skills.

You will find geographers working in a wide range of jobs, from planning to working in conservation and the environment, travel and tourism, or in international charities or retail.

Many others find that, with Geography's focus on both literacy and numeracy, it is of use in the worlds of business, finance and accountancy.

Picture: Geography field trip, Sicily



WHY STUDY GEOLOGY?

Geology has long been successfully established at Sir Thomas Rich's. It is fundamentally to do with understanding the workings of, and unravelling the history of, the Earth by looking at the tiny shreds of evidence left behind in Geology's main resource – the rocks. This is real detective work, and you will develop skills to be able to do this. Geology appeals to both scientists and non-scientists; it is classed as a science subject for entry to higher education, but it is an applied science, using concepts and skills from Physics, Chemistry, Biology, Geography, and Archaeology. Many students take Geology with science subjects, which can be very helpful, but it is not essential.

TOPICS

The Specification is structured in three sections:

Fundamentals of Geology:

- Elements, minerals and rocks
- Surface and internal processes of the rock cycle
- Time and change – how rocks and geological events are dated. Climate and environmental change, Earth structure and global tectonics

Interpreting the Geological Record:

- Rock forming processes
- Rock deformation – folds, faults and unconformities
- Past life and past climates
- Earth materials and natural resources

There are five themes which integrate and develop the knowledge, understanding and skills acquired in the core aspects. These are:

- Geohazards: volcanoes, earthquakes and landslides, and human-induced hazards
- Geological map applications
- Quaternary geology*
- Geological evolution of Britain*
- Geology of the lithosphere*

Study one of the options indicated with an asterisk*.

EXAMINATION

Assessment of this linear A Level course is by three components, taken at the end of Year 13:

Component 1. (35% of total marks): Geological Investigations (2 hours 15 minutes).

Component 2. (30% of total marks): Geological Principles and Processes (1 hour 45 minutes).

Component 3. (35% of total marks): Geological Applications (2 hours).

Fieldwork is an essential and very enjoyable part of the study of Geology, which is a field science based on the investigation of rocks, minerals and fossils in situ.

The A Level Specification requires that all students must have been provided with the opportunity to undertake fieldwork on at least four occasions, in order to complete the mandatory fieldwork skills and techniques.

During the course there will be the opportunity to attend local day trips, weekend trips to places like Devon, Cornwall, Wales, and longer 7-10 day trips to Scotland, Ireland, France and Spain.

CAREERS

Many of our A Level Geology students have gone on to study Geology, Geophysics, Applied Geology and related subjects at university.

Many of them are now working in the field, for example for the British Antarctic Survey, prospecting for iron ore in Australia, in oil exploration (IHS Energy), in geotechnical engineering (Gloucester Geotechnical), and Geological Conservation (Hereford Geology Trust).

Picture: Geology field trip, Mull

"Studying Geography has helped me appreciate the way the world works. Human and Physical Geography both talk of problems of the past, present and future and how we as inhabitants have responsibilities to sustain and improve the world by solving these issues. Geography ties into many other subjects such as History, Economics and Geology and gives great opportunities for trips throughout Sixth Form."

Zoe Turner



"I started this course with no previous knowledge of the subject but through the great teaching, support and perseverance of the staff it became one of my favourite subjects. The trips really brought the subject together, as well as bringing the students together."

Ella James



German



WHY STUDY GERMAN?

German in the Sixth Form is an exciting course of study in a vibrant and active department. German is the second most popular language to learn in the EU and ranks among the top 10 most frequently spoken languages in the world. Germany has the largest economy in the European Union and is home to numerous international corporations.

Learning German enhances employment opportunities in government, business, law, medicine and health care, teaching, technology, the military, communications, the social services and marketing. Learning about German culture will broaden your horizons in various areas such as science, literature, philosophy, theology, history, music, film and art.

In addition to timetabled periods of German, students have a weekly conversation class with the German language assistant, which helps them to increase fluency and confidence in speaking. Students are expected to be actively involved in the lessons, contributing to group discussions, making short presentations, listening and responding to authentic German.

We expect students to display an enthusiasm for German language and culture, as well as the determination to develop their language skills to the full. Taking the opportunity to visit Germany is one such way of doing so. Year 12 students are invited to take part in the exchange visit to our partner school in Göttingen.

EXAMINATION

Students take the following examinations at the end of Year 13:

Paper 1. Listening, Reading and Writing (40% of A Level).
Paper 2. Writing (30% of A Level).
Paper 3. Speaking (30% of A Level).

CAREERS

The German economy is Europe's largest and healthiest, with ever more companies opening branches in different European countries, meaning that learning German can be an intelligent professional strategy and provide a boost to your career.

Sixty-eight percent of Japanese students study German, recognising the business advantage it will bring them. German is also an important asset in many other disciplines and can therefore be combined with any other subject at A Level, such as Biology, Physics, Chemistry, Linguistics, Religious Studies and Art.

It is an important language in the fields of publishing and research and a good reading knowledge of German will help you to access important research published in German books and professional journals.

Picture: Göttingen German exchange trip

History



WHY STUDY HISTORY?

History deals with the recorded past – everything we know about the things people have done and how they lived their lives. It is a study of the reasons for social, economic, cultural and political change and of the effects of these changes. By studying History we develop our knowledge and understanding of our past. We may then assess where we are in the present and perhaps imagine future possibilities. History affects all of us, enriching our lives. It also allows us to develop our transferable skills. At A Level these skills include the ability to think critically, to evaluate contemporary and more recent sources, and to build powerful arguments and communicate them effectively. A Level historians work collaboratively as part of a team, but equally are highly independent learners and researchers.

TOPICS

The department follows the AQA Specification. At A Level students study three components. Two of these are examined, and the Non Examined Assessment component is an independent study component. This component is internally marked and externally moderated. Our topics are as follows:

Component 1. A breadth study entitled The Tudors: England 1485-1603. We focus on the role of individuals, monarchical power, government and relationships with foreign powers. We also study key social, economic and religious developments of the period.

Component 2. A depth study entitled The American Dream: Reality and Illusion, 1945-1980. We focus on the USA's rise to superpower status post World War II, and challenges to this status from 1963. Each presidency from Truman to Reagan is explored in terms of foreign and domestic policy.

Component 3. A Non Examined Assessment. This is a demanding undergraduate-style research essay. You will independently study the Changing Role and Status of Women in the Nineteenth and Twentieth Centuries.

You then create your own essay question and design a suitable research pathway which allows you to investigate reasons for change over a 100 year period.

EXAMINATION

Component 1. A written examination lasting 2 hours and 30 minutes. It comprises 40% of the A Level. Students answer a compulsory question on interpretations of the past and write two essays from a choice of three.

Component 2. A written examination lasting 2 hours and 30 minutes. It comprises 40% of the A Level. Students answer a compulsory question on primary sources and write two essays from a choice of three.

Component 3 is a coursework essay of 3500 words which comprises 20% of the A Level.

CAREERS

A Level History provides you with contextual knowledge, an appreciation of the culture and attitudes of societies other than our own and important research skills. It also enables you to develop a wide range of other transferable skills, which both universities and employers look favourably upon. The study of History may not seem to offer a direct path to your chosen career but it will definitely assist you on the career ladder. The study of History at A Level is helpful if you are applying for subjects such as Law, Journalism and Economics. If you do choose to study History at university then careers in a huge number of fields will be open to you, including the legal profession, library, information and archivist careers, politics, publishing, journalism, media, business, public sector administration and the charity and voluntary sectors. In September 2018, former Year 13 students headed to the following destinations:

- Bath, History
- Birmingham, History (two students)
- Liverpool, Modern History and Politics

"In my German studies I have not only developed a love for the language but also the culture. My knowledge of the four main skills has improved significantly during the first term. The differing learning techniques complement each other really well, giving a varied and enjoyable experience of studying the subject."

Sophia Swell



"History at Rich's is a fascinating course that spans from the Tudor period to 20th Century America. I have enjoyed every lesson – resources are made easily available and our development is encouraged through reading and researching around the subject. Studying History at Rich's has given me a true passion for learning about the past and why the world is as it is in the present day. I highly recommend the Rich's History department to future students."

Zoe Turner



Mathematics



WHY STUDY MATHEMATICS?

A Level Mathematics builds on and extends the concepts learned at GCSE. It develops essential skills such as application of logic, reasoning and problem solving. It is for these reasons that Mathematics is so highly regarded in higher education and the workplace.

Further Mathematics is a more challenging qualification and should only be considered by students who relish the challenge of Mathematics and are effective independent learners. It enhances applicants' profiles, especially for those students wishing to take a mathematical degree course. It can make the first year of a Mathematics degree more accessible due to the topics covered.

TOPICS

Pure Mathematics extends your knowledge and understanding of algebra and trigonometry whilst introducing some new topics such as calculus, exponentials and logarithms.

Mechanics describes mathematically the motion of objects and how they respond to different forces. Statistics will show you how to analyse data and draw conclusions from doing so. New analytical techniques and work on probability will be covered.

Further Pure Mathematics extends and deepens your knowledge and understanding. It includes topics such as complex numbers, hyperbolic functions, polar coordinates and matrices.

Decision covers algorithms, solving problems through linear programming and working with networks to find solutions to practical problems.

EXAMINATION

The examination board is Edexcel; Mathematics 9MA0 and Further Mathematics 9FM0. Both courses are 100% examination based.

Mathematics:

A Level – Pure Mathematics, Statistics and Mechanics.

Further Mathematics:

A Level – Further Pure Mathematics alongside Further Mechanics and Decision Mathematics. This is named 'Route H' in the Specification. Further Mathematics students must also be taking the single Mathematics A Level.

For Mathematics and Further Mathematics, the A Level qualification is the full two-year course and extends each of the topics taught in Year 12 to reflect this.

CAREERS

Mathematics students leave for university well equipped to study many courses, including Engineering, Computing, Economics, Physical Sciences, Medicine, Statistics and Accountancy.

Such students are warmly welcomed into a vast range of career fields including those of finance, engineering, aerospace, automotive technology, biomechanics, sports science, cybernetics and software programming. For more ideas, visit www.mathscareers.org.uk.

In 2018 leavers went on to study Mathematics at the universities of York, Warwick, Leeds and Plymouth.



WHY STUDY MUSIC?

Music is a unique form of communication and forms part of an individual's identity. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Research indicates that the study of music helps to develop critical thinking and self-discipline.

In studying Music, students will develop their performing skills by playing a range of styles of music as a soloist and/or as an ensemble member. They will also be given a wide range of opportunities to develop their composition skills. Students will further develop their musical understanding by studying set works to identify important musical features and social and historical contexts. They also learn to identify harmonic and tonal features and how to harmonise melodies.

TOPICS

Performance – students produce an 8-minute assessed performance of a balanced programme of music.

Composing – students produce two compositions: one free or free choice brief and one brief assessing technique.

Appraising – is the examined unit, through the study of works from Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions. At A Level, each area of study contains three set works.

EXAMINATION

Edexcel A2 Level Music:

Unit 1. Performing Music (30% of total A2).

Unit 2. Composition and Technical Study (30% of total A2).

Unit 3. Appraising (40% of total A2).

Music

CAREERS

The full GCE course is excellent preparation for higher education courses in music, but is equally valuable for non-specialists as a second, third or fourth area of study.

Music is such a broad field – there is the music industry and music itself. There are many career choices. It is not just about being a performer, there are careers in production and studio engineering, composing and arranging, legal business and management, record labels, music media (TV, radio and print), education and music therapy. As such, studying A Level Music offers considerable scope for future study and access to a wide range of potential careers.

In 2018 leavers went on to study Popular Music, Songwriting and Audio and Music Technology at Leeds Conservatoire, Leeds College of Music and UWE.

"Mathematics was an incredibly rewarding subject to study at A Level. Admittedly, there is a step-up from GCSE but it is manageable provided you work hard from the outset. The Mathematics Department was excellent, providing plenty of help and support. If you are considering a numerate degree, or simply enjoy Mathematics, I would strongly recommend taking the subject."

Will McMahon



"Taking Music at A Level gives you so many new opportunities, you get to take part in loads of performances and sometimes you get to watch the works that you are studying in class being performed, which is amazing. The Rich's teachers also always make sure you get one-to-one help with any issues you have, from a homework question to feedback about a composition."

Charlotte Hawkins



Physical Education



WHY STUDY PHYSICAL EDUCATION?

In order to maximise attainment and enjoyment from the subject it is advised that you have a keen interest in sports as well as physiology and psychology. Studying Physical Education encourages teamwork, communication and leadership – all of which are desirable qualities to a future employer. Although we encourage enjoyment from the subject, the overall goal is for you to leave with an excellent qualification in Physical Education. Then, if you wish, this can lead to a career linked to sport.

Due to an increase in funding in sports, through improving results and corporate company involvement, along with the desire to reduce national obesity, employment opportunities in this area are sure to increase with time. If the sports science route is not for you then you may wish to explore sports coaching, sports development or analysis.

However, if not, A Level Physical Education can be an excellent ancillary subject to aid applications to a number of degrees, such as Physiotherapy, Medicine or Optometry.

Whatever avenue you choose, you will be given the opportunity to develop your skills here. Our staff have over 30 years of combined teaching experience and our excellent facilities of six rugby pitches; a sports centre; seven tennis courts; three netball courts (one covered); gymnasium; fitness suite; and swimming pool allow us to cover all these activities on site.

TOPICS

- Applied anatomy and physiology
- Skill acquisition
- Sport and society
- Exercise physiology
- Biomechanical movement
- Sport psychology
- Sport and society and the role of technology in physical activity and sport

EXAMINATION

Paper 1. Factors Affecting Participation in Physical Activity and Sport. Written exam: 2 hours, 105 marks, 35% of A Level.

Paper 2. Factors Affecting Optimal Performance in Physical Activity and Sport. Written exam: 2 hours, 105 marks, 35% of A Level.

Non Examined Assessment. Practical Performance in Physical Activity and Sport.

Students assessed as a performer or coach in the full-sided version of one activity. Plus written/verbal analysis of performance.

Internal assessment, external moderation, 90 marks, 30% of A Level.

CAREERS

There are many careers linked to studying Physical Education. Over the past few years, Physical Education has helped students pursue their first choice careers by studying at the following universities:

- Oxford, Biochemistry
- UWE, Physiotherapy
- Exeter University, Sport and Exercise Science
- Hartpury (UWE), Strength and Conditioning
- Birmingham, Sports Science

Physics

WHY STUDY PHYSICS?

Physicists concern themselves with trying to understand how the physical world works. They do this by following conceptual and mathematical models and refining them in the light of experimental testing. Physics has come a long way in the last century and new ideas are constantly emerging. Students will experience an awareness of the context and historical setting in which physicists develop their ideas.

You will be encouraged to develop an analytical mind and an ability to communicate ideas with others. You will need to be able to think logically and have an open mind; some topics are bewildering!

In order to succeed at A Level you will need to have both literacy and numeracy skills to a fairly high level. The department recommends taking Mathematics A Level alongside Physics. Physics is a popular subject at Sir Thomas Rich's with a history of producing excellent examination results. At present we have 100 students studying Physics in the Sixth Form.

TOPICS

Over the two-year course the following units are studied:

- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity
- 6.1 Further mechanics
- 6.2 Thermal physics
- 7 Fields and their consequences
- 8 Nuclear physics
- 12 Turning points in physics

EXAMINATION

We study the AQA Physics Specification A. This Physics course is a traditional A Level course and we believe is the best preparation for future studies for our pupils.

End of Course Assessment is in Year 13:

Paper 1, 2 hours. Units 1 to 5 and 6.1.
Paper 2, 2 hours. Units 6.2, 7 and 8.
Paper 3, 2 hours. Practical skills, data analysis and unit 12.

During the two-year course, there is a wide range of practical tasks that must be carried out. You may be asked questions on one of more of these practicals in Paper 3.

CAREERS

Employers value Physics qualifications. Success is an indication that you can not only solve problems but also explain your reasoning in a logical manner.

A Level Physics caters for students expecting to make a career in the physical sciences or engineering, for which Physics is essential preparation. It also caters for students whose career aims are in medicine, chemical sciences or geography, for whom Physics is either compulsory or a highly recommended subject at A Level.

In recent years Rich's Physics students have become physics researchers, solicitors, actuaries, accountants, teachers, engineers or are studying for a PhD.

Each year four or five pupils are inspired to pursue Physics at university. Most recently at:

- Cambridge University
- Birmingham University
- York University
- Bristol University
- Southampton University
- Cardiff University

"I found the course both challenging and rewarding as we covered lots of modules from Physiology to the History of Sport. In the practical side of the course, I pursued netball as my main area of assessment. The teachers were supportive and knowledgeable, and provided one-to-one assistance if required. I thoroughly recommend studying Physical Education at Rich's."
Emma Folkard



"The Physics course looks at a range of topics such as electricity, gravitational fields and Einstein's theory of special relativity. Each lesson is filled with interactive elements to engage students to help their studies. The teachers are friendly and approachable and address any problems, and are able to make lessons unique and interesting."
Anujan Ganeshalingam



Politics



WHY STUDY POLITICS?

Political decisions shape our lives now and in the future. For that reason alone students should be aware of how their system of government operates and be able, as informed citizens, to participate in the democratic process and make a difference when they have left school. A Level Politics is ideal preparation for those very important privileges that we as citizens of the UK enjoy. The study of Politics is also an exciting intellectual challenge, with an emphasis on debate, discussion and argument. Politics exists because people disagree, studying Politics looks at how, why and when people disagree. The ability to analyse information in order to make valid judgments is a fundamentally important skill in the study of Politics.

TOPICS

The Department follows the Edexcel Specification 9PLO. The topics are as follows:

Component 1: UK Politics and Core Political Ideas.
This section focuses on democracy, participation and the political parties. It allows students to understand the individual in the political process and their relationship with the state and their fellow citizens. Students will examine how electoral systems in the UK operate, how individuals and groups are influenced in their voting behaviour and political actions, the role of the media in contemporary politics, and the three traditional political ideas of conservatism, liberalism and socialism.

Component 2: UK Government and Political Ideas.
The component introduces students to the set of rules governing politics in the UK, the UK Constitution, which is different in nature from most of the rest of the world. It further introduces students to the specific roles and powers of the major branches of the Government, the legislative, executive, and judiciary. It explores the relationships and balance of power between them and considers where sovereignty now lies within this system.

Component 3: Government and Politics of the USA.
This component explores six major content areas:

The Constitution and Federalism, the roles of Congress, the Presidency and the Supreme Court. You will also study democracy and participation, and civil rights in the USA.

EXAMINATION

You will sit three A Level papers in total, writing a combination of medium length and long essay questions. Each examination will last 2 hours and all papers are of equal weighting.

CAREERS

The A Level Government and Politics course is an ideal complement to History, Philosophy and Ethics, Sociology, Economics or Psychology. It gives an excellent foundation to those who wish to pursue Politics, Law, Economics, Philosophy or History to degree level and Government and Politics students go on to become solicitors, journalists, writers, managers, accountants, teachers, publishers, civil servants, leaders and politicians.

Employers respect and value the skills developed in studying Government and Politics and universities see it as a demanding course that both prepares students for further study and for life outside education. Politics students went on to study in the following universities in September 2018:

- Exeter, Politics, Philosophy and Economics
- Southampton, Politics and Economics
- Liverpool, Modern History and Politics
- Liverpool, Philosophy and Politics
- Loughborough, Politics and International Relations
- Birmingham, Political Science and International Relations
- Lancaster, Politics and International Relations
- Cardiff, Politics
- Durham, Politics, Philosophy and Economics
- Lancaster, Politics and Chinese

Picture: Washington DC & New York Politics field trip

"Studying Politics at A Level has been both incredibly enjoyable and intellectually challenging. The course covers a wide range of topics including elections, pressure groups and democratic deficits. This has allowed me to really understand how the UK political system works, how it has developed, and how it compares to others like the US."

Tom Stephens



Product Design



WHY STUDY PRODUCT DESIGN?

The study of Product Design is intended to provide students with the opportunity to develop their own creativity, capability and entrepreneurial skills; apply their knowledge, skills and understanding to a range of technological activities; and to develop analytical, critical and collaborative skills.

TOPICS

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

It builds on previous knowledge and skills developed in GCSE courses such as Resistant Materials, Graphics, Product Design or Engineering, taking them to the next level, and introducing more complex CAD/CAM process, workshop techniques and design methods.

Unit 1. Non Examined Assessment. A coursework project where students design and make a working prototype of a product for a chosen client. The product is of the students' choice and will use a wide range of skills developed over the course. The students are expected to work as 'real' designers would work to solve a design problem.

Unit 2. Exam Assessment. This takes the form of two examinations, focusing on material applications, manufacturing knowledge, design theory and moral/social issues.

EXAMINATION

Unit 1. Portfolio of skills, 50%.

Unit 2. Two x 2 hour examinations, 50%.

CAREERS

This is an ideal course for those students intending to pursue a career in areas such as engineering, graphic design, product design, production engineering, interior design, materials science, architecture, micro electronics and control systems.

Many A Level Product Design students go on to study university courses in Product Design, many different areas of Engineering, Interior Design, Graphic Design, and apprenticeships in several areas of Engineering.

This A Level provides the foundations for these courses or careers, whether that be in design skills or materials and manufacturing knowledge.

"I chose to study Product Design at A Level as I really enjoyed D&T at GCSE and wanted to take it further. Studying Product Design has really helped me to develop my creative thinking, communication and problem solving skills, and complements my other A Level subjects well."

Bethany Powe



Psychology



WHY STUDY PSYCHOLOGY?

Psychology is the science of mind and behaviour. Psychologists study many aspects of behaviour, such as aggression and the development of social relationships, in order to understand what causes them.

Different psychologists subscribe to different perspectives and explain behaviour in terms of these perspectives. For example, biological psychologists would argue that aggression is caused by an excess of testosterone or damage to critical areas in the brain, whereas social learning theorists would argue aggression is behaviour imitated from role models.

By studying Psychology you will learn about how behaviour is accounted for by different theories, based on an understanding of psychological research (some of which you will conduct yourself). It will enable you to have a greater understanding of your own behaviour and that of others around you, which is very useful in helping you to appreciate diversity in society.

TOPICS

The A Level consists of three main components: Research Methods, Psychological Themes Through Core Studies and Applied Psychology.

Research Methods: This area provides students with the opportunity to understand what's involved in a range of different research methods and techniques, and it creates awareness of associated strengths and weaknesses.

Psychological Themes Through Core Studies: This area covers 10 pairs of studies (classic and contemporary) to cover a range of areas, including social, cognitive and biological psychology. Students will also learn about specific perspectives, such as behaviourism and the psychodynamic perspective.

Applied Psychology: This area covers a compulsory section on issues in mental health and two further applied areas, which are criminal and environmental psychology.

EXAMINATION

We follow the OCR Specification for A Level Psychology, which has an examination for each component at the end of the A Level.

Component 1. Research Methods (2 hours). This asks questions based on your knowledge of methodology and includes multiple-choice questions, data analysis and interpretation and research design from novel sources (30%).

Component 2. Psychological Themes Through Core Studies (2 hours). This requires you to show your knowledge of the core studies, perspectives, debates and practical applications relating to a novel source (35%).

Component 3. Applied Psychology (2 hours). This requires you to answer questions on issues in mental health and select questions on criminal and environmental psychology to answer. Answers are mostly essay-based (35%).

CAREERS

A Level Psychology is always looked upon favourably by universities as you need to demonstrate many skills to succeed: writing essays, constructing reports and critical analysis skills are all developed. A degree in Psychology is becoming an increasingly competitive area for undergraduates.

Typical offers are in the range of AAB at A Level, and can lead to a range of careers, such as:

- Clinical psychology
- Organisational psychology
- Educational psychology
- Counselling psychology
- Sport psychology
- Forensic psychology
- Academic researcher
- Teaching

WHY STUDY RELIGIOUS STUDIES?

Religious Studies allows students to explore questions posed by philosophers throughout history, from Plato to Richard Dawkins, concerning the purpose and meaning of existence and the reasons why we have an ethical system. Studying this subject will enable students to develop a range of skills including those of analysis and evaluation. It will encourage objective reasoning through examination of a variety of perspectives in order to reach a justified and informed conclusion.

The subject is taught through a number of interactive methods but a strong emphasis is placed on the ability to debate issues and support arguments. One of the highlights of the year is the annual Sixth Form Conference, where students are able to hear key scholars debating topical issues and to meet senior examiners in the subject.

TOPICS

- Greek philosophy as the basis for all subsequent thought
- Arguments for the existence of God
- Challenges posed by the problem of evil and scientific progress
- Religious beliefs, values and teachings
- Ethical approaches to medicine and business, including those of Utilitarianism, Natural Law and Kant
- The meaning of religious language
- The role of religion in society

EXAMINATION

Students are prepared for OCR Religious Studies, the components of which are:

- Philosophy of Religion
- Religion and Ethics
- A Study of Developments in Christian Thought

Each component is assessed by a 2 hour exam comprising written essay questions.

Religious Studies

CAREERS

The qualification is viewed as an excellent foundation for a wide variety of academic courses, as well as for the working world. Our students have gone on to study in a diverse range of disciplines including Medicine, Politics and Law, as well as specialising in subjects more directly related to the subject such as Philosophy or Theology.

The skills developed in examining issues from a variety of perspectives are ideally suited to a range of professions which require independent thought and the presentation of a justified argument. Previous students have gone on to study the subject at both Oxford and Cambridge, as well as at other prestigious institutions.

Last year a student achieved an A* in the subject and went on to read Politics, Philosophy and Economics at Exeter, and others went on to read Politics, Philosophy and Economics at Liverpool, and Philosophy, Religion and Ethics at Birmingham.

"Studying Psychology has opened my mind to a variety of interesting and captivating studies, theories and arguments. One that I particularly enjoyed was the 'individual differences area', as I have always had a keen curiosity about the minds of those on the autistic spectrum. I would recommend Psychology at Rich's to anyone who is curious about any aspect of the brain."

Olivia Millman



"I like RS because it is a subject where concepts are discussed which we don't have the opportunity to talk about in every day life. The discussions at Rich's are always stimulating and enjoyable."

Jodie Orton



Theatre Studies



WHY STUDY THEATRE STUDIES?

Drama and Theatre Studies has an important role to play in the personal development of our students. The skills and qualities developed by students in Drama and Theatre Studies, such as teamwork, creativity, leadership and risk-taking, are assets in all subjects and aspects of life.

Drama and Theatre Studies stimulates the imagination and allows students to explore issues and experiences in a safe, supportive environment.

The nature of this course provides opportunities for pupils to develop key skills of communication, negotiation, compromise and self-assertion. Pupils develop confidence when speaking and their vocabulary is extended when they adopt roles and characters. Pupils also acquire a critical and subject-specific vocabulary through reflecting on and appraising their own work and the work of others.

This particular course is designed to promote a balance between practical theatre making and the theoretical understanding of drama and theatre. Learners are encouraged to make connections between dramatic theory and their own practice. In addition to their own theatre making, learners also develop understanding of the role of the director and participate in live theatre as an audience member.

TOPICS

Practitioner studies: A selection of work from: Brecht, Stanislavski, Frantic Assembly, Littlewood, Artaud, Grotowski.

Text: One text written pre-1956 and one text written post-1956, The Curious Incident of the Dog in the Night-Time, Mark Haddon.

Theatre visits and devising.

EXAMINATION

Component 1. Theatre Workshop. Non Examined Assessment: internally assessed, externally moderated, 20% of A Level qualification.

Component 2. Text in Action. Non Examined Assessment: externally assessed by a visiting examiner, 40% of A Level qualification.

Component 3. Text in Performance. Learners explore two complete performance texts from different historical periods and one extract from a third contrasting text, 40% of A Level qualification.

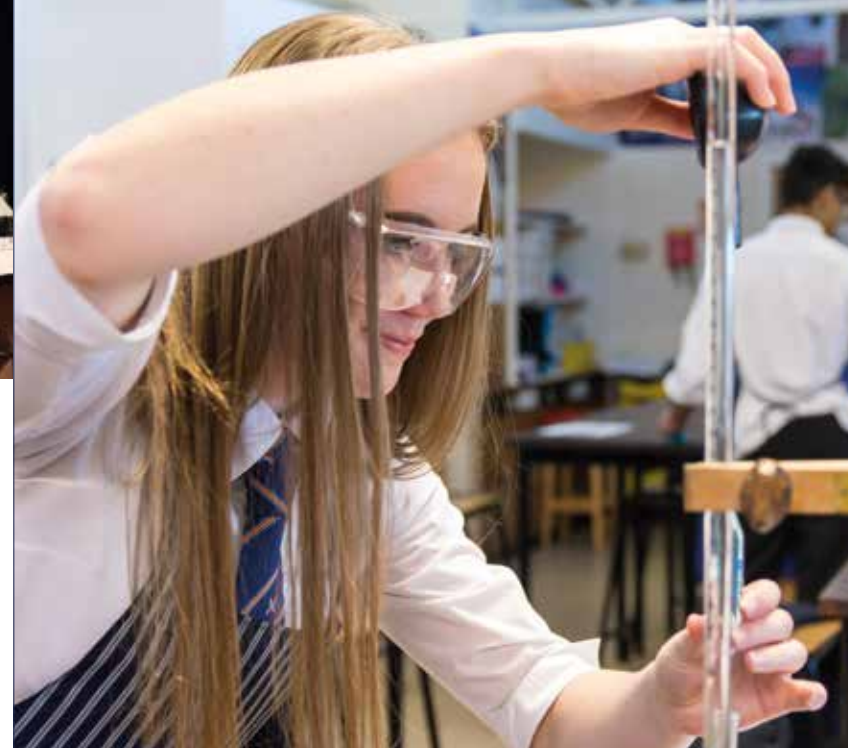
CAREERS

Employers specifically look for the skills that are developed in Drama and Theatre Studies. They want people who can think for themselves, who can work in a team, who can listen to others, who can research material effectively, who know how to negotiate, and who know how to create an outcome. It does not matter what product you are producing, these skills are consistently required. In life you need invention and innovation – these skills come from people having a creative talent.

A piece of research was conducted to see which subjects Russell Group universities prefer. In all of the universities investigated, Drama and Theatre Studies was high on the list for the success rates on a range of courses from Law to Medicine.

Students need to be able to build confidence and speak with conviction in professional practice. These transferable skills can be developed through Drama and Theatre Studies. Studying Drama and Theatre Studies helps develop key employability skills, such as negotiation, leadership, collaboration and creativity.

Picture: Year 12 & 13 play, *You Can't Take It With You*



"I've really enjoyed the creativity of studying Theatre Studies at Rich's. It has helped me to develop my confidence and has inspired me to study Drama in higher education."
Heather Woodhouse



Leaver Destinations 2018

A Level Results 2018



- Aberystwyth University
- Aston University
- Bath University
- Bedfordshire University
- Birmingham City University
- Birmingham University
- Bristol University
- British Army - Royal Engineers
- Cambridge University
- Cardiff University
- Cirencester College
- Coventry University
- Durham University
- Dyson
- East Anglia University
- Exeter University
- Falmouth University
- Gloscol
- Gloucestershire University
- Hazelwood Accountants
- Imperial College London
- Keele University
- Lancaster University
- Leeds College of Music
- Leeds Conservatoire
- Leeds University
- Liverpool University
- London School of Economics
- Loughborough University
- MOD Apprenticeship
- Nationwide Building Soc Apprenticeship
- Nottingham Trent University
- Nottingham University
- Oxford Brookes
- Oxford University
- Performer's College
- Plymouth University
- Portsmouth University
- Queen Mary University London
- Reading University
- Sheffield University
- Southampton University
- Stirling University
- Strathclyde University
- Stroud College
- Superdry Apprenticeship
- Sussex University
- Swansea University
- University of the Creative Arts
- University of the West of England
- Warwick University
- Winchester University
- York University

| | A* | A | B | C | D |
|--------------------|----|----|----|----|----|
| Art | 4 | 10 | 2 | 1 | 0 |
| Biology | 5 | 12 | 10 | 9 | 3 |
| Business | 3 | 8 | 12 | 1 | 0 |
| Chemistry | 1 | 9 | 9 | 9 | 3 |
| Product Design | 1 | 2 | 5 | 0 | 1 |
| Economics | 9 | 14 | 14 | 8 | 2 |
| English Literature | 2 | 4 | 8 | 9 | 3 |
| French | 0 | 3 | 4 | 2 | 2 |
| Geography | 6 | 6 | 14 | 9 | 1 |
| Geology | 0 | 1 | 4 | 0 | 0 |
| German | 1 | 2 | 2 | 1 | 0 |
| History | 4 | 15 | 13 | 5 | 3 |
| Maths | 12 | 33 | 24 | 15 | 10 |
| Maths (Further) | 3 | 6 | 3 | 5 | 0 |
| Music | 0 | 2 | 2 | 0 | 0 |
| PE | 0 | 3 | 5 | 2 | 0 |
| Physics | 5 | 8 | 15 | 8 | 8 |
| Politics | 0 | 20 | 13 | 5 | 3 |
| Psychology | 3 | 11 | 15 | 9 | 2 |
| Religious Studies | 1 | 7 | 1 | 4 | 2 |
| Spanish | 1 | 3 | 4 | 2 | 2 |
| EPQ | 7 | 12 | 0 | 0 | 0 |

Leavers' University Courses 2018

- Accounting & Finance

Aerospace Engineering

Architecture

Art & Design

Art Foundation

Audio & Music Technology

Automotive & Transport Design

Aviation Management

Banking Finance & Management

Biochemistry

Biological Sciences

Biomedical Sciences

Business Administration

Business & HR Management

Business & Management

Business, Management & Economics

Business & Politics

Business Computing

Chemical Engineering

Chemistry

Civil Engineering
- Commercial Management & Quantity Surveying

Computer Games Design

Computer Science

Counselling

Creative Writing

Drama & English

Economics

Economics & Business

Economics & Finance

Economics & Management

Economics & Politics

Engineering

Engineering Geology & Geotechnics

English

Environmental Sciences

Film

Film & Television Production

Finance & Investment

Finance, Accounting & Management
- Fine Art

Forensic Computing & Security

French & Italian

Geography

Health & Social Care

History

History & Politics

History of Art

Law

Law & Criminology

Law & French

Management Sciences

Marketing

Mathematics

Mechanical Engineering

Medicine

Microbiology

Midwifery

Modern History & Politics

Modern Languages

Modern Languages & Business

Music (Popular Music)
- Music (Songwriting)

Musical Theatre & Dance

Nursing (Mental Health & Child)

Pharmaceutical Sciences

Philosophy & Politics

Philosophy, Politics & Economics

Philosophy, Religion & Ethics

Physics

Political Science & Intl Relations

Politics

Politics & Economics

Politics & International Relations

Politics & Chinese

Politics, Philosophy & Economics

Primary Education

Psychology

Russian Studies

Veterinary Medicine

Zoology

Entry Requirements

A Level Options / Applying

ENTRANCE TO SIR THOMAS RICH’S SIXTH FORM

We admit students for the Sixth Form where academic demands are significantly higher than for GCSE. It is our experience that students who do not meet the criteria below will find the courses difficult and they are likely to struggle to make satisfactory progress. In order to be eligible for entry to Sir Thomas Rich’s Sixth Form, students should have the following qualifications:

- **Five or more GCSE subjects passed at grade 7/grade A or above.**
- **Mathematics and English Language GCSE each at grade 5 or above.**

(A short course GCSE in Religious Studies, taken in Year 10, at grade 7 or above would count as a full GCSE. Other short course GCSEs do not count towards the full GCSE requirements.)

For applicants who have met the above criteria, there are minimum entry requirements specified for each course:

| Subject | Minimum entry requirement (grades refer to GCSE) |
|------------------|--|
| Art | 6 in Art |
| Biology | 7 in Biology or 7-7 in Double Award Science |
| Business Studies | 6 in Business Studies (if studied) or 6 in English Language |
| Chemistry | 7 in Chemistry or 7-7 in Double Award Science |
| Computer Science | 7 in Mathematics or 7 in GCSE Computer Science |
| Economics | 6 in Economics (if studied) or 6 in Mathematics |
| English | 6 in English Language and 6 in English Literature |
| Geography | 6 in Geography |
| Geology | 6 in Geography or Chemistry or 7-7 in Double Award Science |
| History | 6 in History |
| Mathematics | 7 in Mathematics (Higher Paper) |
| Further Maths | 9 in Mathematics GCSE or C in Additional Maths FSMQ or A in Further Mathematics Level 2 Certificate |
| Modern Languages | 7 in a Modern Foreign Language (French, German or Spanish) |
| Music | 6 in Music and Grade 5 in an instrument |
| P.E. | 6 in P.E. (if studied) or 6 in Biology or 7-7 in Double Award Science plus a high level of practical ability in a sport |
| Physics | 7 in Physics or 7-7 in Double Award Science, and 7 in Maths |
| Politics | 6 in English Language |
| Product Design | 6 in Design Technology (7 in DT or strong recommendation from Year 11 teacher preferred) |
| Psychology | 6 in Mathematics and one of: 6 in English Language; 6 in Biology or 7-7 in Double Award Science |
| R.S. | 6 in English Language |
| Theatre Studies | 6 in Drama or 6 in English Literature or 6 in English Language |

Block A

Biology
Business
Chemistry
Economics
English Literature
German
Physics
Product Design
Psychology
Religious Studies

Block B

Art
Biology
Chemistry
French
Geography
History
Physics
P.E.
Politics
Psychology
Theatre Studies

Block C

Art
Business
Chemistry
Computer Science
Economics
Geography
Mathematics
Maths & F.Maths
Music
Politics

Block D

Biology
English Literature
Geography
Geology
History
Mathematics
Maths & F.Maths
Physics
Psychology

Applications should be made using the online form, available at www.strschool.co.uk.

Please choose three or four subjects to study with a maximum of one subject in each block.

You should not select both Economics and Business Studies or both Maths and Maths & F.Maths. When you have chosen your options, list them in order of preference in your online application. You should include the option block you have chosen from (using the drop down menu on the online form). Unless your options clash (see below) each option block should appear at most once in your main choices. If you are choosing to study only three A Levels, please ignore the 4th Choice field. You may, if you wish, also provide up to two reserve subject choices that you would be willing to study if we cannot offer your main option choices (eg, due to low numbers in a particular subject making an option unviable).

Changes to the blocks

There is a possibility that some changes to the block structure may be made, including additional sets for some subjects if demand warrants. Likewise sets may be removed if demand is so low as to make a set unviable – in the latter case you will be contacted if this affects you. Clashes – option choices which do not fit the blocks: If your option choices do not fit the block structure, please complete the online form with your preferred options. If a subject cannot be added without repeating an option block, please select X-Clash in the block drop-down and include a subject you would take as an alternative in the Reserve Choice fields (these alternatives must enable your choices to fit the block structure). There is a small possibility that additional sets will be added which may facilitate your original option choices, but this is by no means guaranteed.

*Further Maths

Further Maths can only be taken with Mathematics and is selected as a single option as Maths & F.Maths in either block C or block D. If selecting this option, pupils may select either one, two or three further options from the other three blocks – those selecting only one or two further options should ignore the 3rd Choice and 4th Choice fields on the application form as appropriate.

School preference

Please include an honest indication of your top three choices of schools or colleges at which you would like to study for your A Levels. Please note this information will not affect the likelihood of you being offered a place in any way, but it is very useful to us in assessing the number of pupils we are likely to be accommodating in each subject and therefore the number of sets we are going to need to schedule. Sir Thomas Rich’s should be included in this list if it is one of your top three choices.

How to apply

The **deadline for completing your application is 24th February 2019**. Any modifications to your application after this date must be finalised by 24th May 2019 and modifications to option choices are subject to approval. You should apply using the School’s online application process, which can be found via the link on the School’s homepage at www.strschool.co.uk. (Please note: the email address used to sign up for this service should be that of the *applicant*, ie the prospective student).

If you are unable to submit your application online please contact Mrs S Whittard (Sixth Form Admissions) via email sw@strs.org.uk or telephone the School on 01452 338400 for further guidance.





SIR THOMAS RICH'S

Oakleaze
Gloucester
GL2 0LF

01452 338400
www.strschool.co.uk