

**ROTHERFIELD
6th Form Centre**



The Royal Latin School

6TH FORM PROSPECTUS

Entry September 2025

High expectations for all



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Headteacher

At the Royal Latin School, we are proud to offer an outstanding Sixth Form experience where students excel academically, contribute to the school community, and thrive personally. Our Sixth Form is a dynamic and inspiring environment designed to help you achieve your full potential, both academically and personally.

Students consistently achieve exceptional A-level results, opening doors to some of the most prestigious universities and diverse career paths. Alongside academic success, we offer outstanding guidance on careers and future opportunities, ensuring you are fully equipped to make informed choices about your next steps. Those joining us in Year 12 from other schools often remark on how quickly they settle in, thanks to our supportive and welcoming community.

Our Sixth Form, like the rest of the school, is characterised by outstanding teaching, leadership, and a broad curriculum that extends well beyond the classroom. We offer a wealth of extracurricular activities, trips, and leadership opportunities, designed to enrich your experience and support your growth as a well-rounded individual.

Central to everything we do are our *LATIN* values and virtues, which guide and shape our school culture:

- **The Integrity to Lead**
- **The Resilience to Aspire**
- **The Respect for Teamwork**
- **The Courage to Innovate**
- **The Compassion to Nurture**

These values are lived out daily, fostering leadership, teamwork, resilience, and compassion. Our House system—featuring Barton, Denton, Newton, Ruding, Stratton, and Verney—also plays a key role in creating a sense of belonging, healthy competition, and collaboration across year groups.

Our school motto, *High Expectations For All*, is reflected in everything we do, from our high standards of behaviour to the exceptional academic progress of our students. Supported by expert, passionate staff, you will have the opportunity to challenge yourself, explore new interests, and prepare for success both in higher education and beyond.

We invite you to take full advantage of the rich opportunities available to you here and look forward to supporting you in shaping a future full of possibility and promise.

Best wishes

Ian Chislett
Headteacher

A-level Results 2024

A* 18%

A* - A - 48%

A* -B - 76%

A* -C - 90%





Welcome to The Royal Latin Sixth Form

On behalf of the staff and students of the Sixth Form at the Royal Latin School, we hope you will find this brochure helpful in planning ahead for your post-16 education. It is designed to give you information about Sixth Form courses available at the RLS and about the opportunities that we provide.

Joining the Sixth Form presents a range of exciting challenges, but whether you take full advantage of these will depend to a large extent on your own motivation, initiative and self-discipline. For probably the first time in your school career, you will have responsibility for planning your own work schedules and private study, and your achievements on leaving us will largely depend on your personal commitment throughout your Sixth Form Studies.

Our Sixth Form courses allow you to study specialist subjects in depth, and to broaden your general education through additional subjects and qualifications. You will develop study skills within a structured two-year framework which prepare you for the increased freedom, rights and responsibilities of adult life.



In September you will be joining the Sixth Form of a large school which has students from the age of 11 to 18. Certainly the Sixth Form has an identity within the school in which a different atmosphere prevails, but it functions as part of the whole school. Our Sixth Formers set the standards for the whole institution, and in this respect we are quite different from a Sixth Form College or College of Further Education. We are joined each year by students from other schools, who settle in quickly and become valued members of the school community. You will be expected to work hard, but we know you will enjoy your Sixth Form studies. We are here to help you achieve your potential.

Mr J Skyrme
Head of Sixth Form

A-level Results
The National Average
for A-A* in other selective
schools is 27%
(RLS = 48%)

Application criteria

To gain a place in the Sixth Form you need to have a strong performance at GCSE with good grades in the subjects you wish to study at A level.

RLS students

The entry expectations are:
Equivalent of 46 points in your best eight subjects, which must include at least a grade 6 in English Language of Literature and Maths. GCSE minimum levels for each individual subject are as detailed in the prospectus.

Non-RLS students

Due to oversubscription we have the following criteria in place: places are awarded according to the highest GCSE points scores. Scores are calculated by taking your best eight full GCSEs. Your best eight subjects must also include Maths and English Language or Literature at a minimum of grade 6. You should achieve a minimum equivalent of 46 points in your best eight subjects. For full details on our admissions criteria please visit:
<https://www.royallatin.org/admissions/>



and applying

Choosing your course

Students can be admitted to some A-level courses without having studied that subject as GCSE level. In such cases, minimum grades will be set in other subjects, for example, A level Politics requires a minimum grade 6 in English Language.

All students are expected to take a minimum of three subjects at A level. There will be further opportunities for extended study via the Extended Project Qualification and the Electives Programme.

We strongly advise that students seek advice and speak with their teachers before selecting their A Level subjects. Degree courses often require specific subjects at A level; architecture courses normally require art; economics and computer science normally require maths; medicine requires chemistry as well as biology; and depending on the course, psychology often requires biology. It is important that you take this into consideration before you choose your A Level subjects.

in order to help you decide on your final choice of subjects, there is a section at the back of this brochure where you can find likely combinations of subjects needed for various degree courses/careers.

The school recognises that all group sizes must be viable.



Year Thirteen

Students are expected to achieve at least three passes at the end of the Year Twelve with each at a minimum of a D grade in order to succeed in Year Thirteen. The School also requires an attendance and punctuality rate of 95% and good scores in engagement and homework throughout the year.

The Sixth Form Curriculum

3 A Levels

To take A Levels with us you need at least 46 points from your best eight subjects (this must include English Language or Literature and Maths at grade 6 or above)

Morning Tutorial Period

Higher Education Enrichment (HEE)

Independent and Supervised Study

Volunteering

One Elective

Work Experience

Optional Super Curriculum choice

Electives Programme

(every Wednesday)

Art, Badminton, Creative Writing, Debating, D of E Gold, EPQ, Football, Netball, Newspaper Editorial Team, Table Tennis, Cooking, Yoga, Young Enterprise.

Super Curriculum

Additional Volunteering (prefect, peer listener). Competitive University Support, Duke of Edinburgh, MedSoc, MOOCs, National Citizen Service, Outlook Expeditions, Run a Lunchtime club, Sports Team, study a 4th A Level.

Volunteering

The Royal Latin Sixth Form students have long prided themselves on their voluntary work for charity, the local community and for the school itself. It is an expectation that all students partake in an element of community service. All Sixth Form students are expected to take part in approximately one hour of volunteering per week. This will undoubtedly support UCAS/college or job applications and benefit the school and local community.

Higher Education and Enrichment

Every fortnight we have a lesson dedicated to supporting your future, We organise outside speakers, university visits and lectures throughout the year on a wide variety of topics.



Timetable

Timetable for application

RLS students

November 2024 Discussions	Teachers talk to students in lessons about A level subjects. Assemblies for those subjects not offered at GCSE only: Computer Studies, Economics, Politics, Psychology, Media, and Sports Studies
14 November 2024 Brochure Available	Sixth Form Options Brochure available for downloading from the website (minus Option Blocks), Virtual Tour and presentations available
14-20 November 2024 Straw Poll	Midnight Wednesday 20 November: Online Straw Poll which determines Option Blocks and course viability.
6 February to 13 February 2025 Online Application	Deadline for applications (closes at midnight). The application form will be emailed to all students on their school accounts. All applications must be made online. Should students change their minds about their subject choices between then and Taster Day in June/July they will need to contact the Mr West via email on: gjwest@royallatin.org
6 March 2025 Parents' Evening	In Person Year 11 Consultation Evening for parents and students.
May 2025 Invitation	All students will receive a letter informing them and their parents about Taster Day arrangements. Please note that you will only need to come in for one of the Taster Days and this will be detailed in the letter. It is generally organised alphabetically by surname.
18th June & 25th June 2025 Taster Days	The transition from GCSE to A Levels can be daunting and we want to make sure you are as prepared as you can be. The Taster Day is designed to give you an insight into the subjects you have chosen. We will also be providing you with important information about what happens on GCSE Results Day and how to enrol into Sixth Form. In addition, details of work will be given for the summer holidays preparatory to the beginning of A level courses in September.
21 August 2025 GCSE results Day	We highly recommend that you are not on holiday on Results Day. If this is unavoidable you must ensure that you have arranged to have your results collected or posted. Courses will fill up quickly, and you will need to phone as soon as possible to confirm your courses or discuss alternatives.
3 & 4 September 2025	Induction Days including a visit to Caldecotte Lake and welcome to the Sixth Form



2025



Timetable

Timetable for application

NON-RLS students

14 November 2024 Brochure Available	Sixth Form Options Brochure available for downloading from the website (minus Option Blocks) Virtual tour and presentations available on the website if you are unable to join us on Open Evening.
25 February 2025 Online Application Opens	The Application Form will be live online from today where there will be a link on the front page of the school website. All applications must be made online. A finalised version of the Option Blocks will also be available on our website so that students can make informed applications. Please note that there can be no changes to these blocks, so students must ensure that they fill in the application form with care, and keep a copy for their records, The entry criteria for each A level subject can be found on the appropriate subject page along with details of the course. Applicants should seek advice from their present school about option choices.
4 March 2025	Midnight on 4 March 2025 is the final deadline for applications. Please note that we do not make any conditional offers. Applications received after this time will be considered late. If there are extenuating circumstances as to why your application is not on time, please contact Miss Field kfield@royallatin.org
May 2025 Invitation	All applicants will receive a letter informing them about Taster Day arrangements. Please note that you will only need to come in for one of the Taster Days and this will be detailed in the letter.
18th June & 25th June 2025 Taster Days	The transition from GCSE to A Levels can be daunting and we want to make sure you are as prepared as you can be. The Taster Day is designed to give you an insight into the subjects you have chosen. We will also be providing you with important information about what happens on GCSE Results Day and how to enrol into Sixth Form. In addition, details of work will be given for the summer holidays preparatory to the beginning of A level courses in September.
21 August 2025 GCSE results Day	You will need to complete the Results Declaration Form (online). We will contact you on Results Day if we are able to make an offer of a place. If you accept an offer then you may need to arrange bus transport to school. This can be done through the Passenger Transport Section at County Hall, Aylesbury (01296 387439).
2 September 2025	All new students (from other schools) will be invited into school on 2 September to familiarise themselves with the school and get their RLS IT login details. Induction Days for all students take place on 3 & 4 September including a visit to Caldecotte Lake and welcome to the Sixth Form



2025

Induction to sixth form

Enrichment Days 3 and 4 September 2025

This is the start of term for all students. The day will consist of an induction programme, involving a seminar by an organisation called Live'n'Learn. The course will highlight the most up to date research on how our mental approach can affect our view of success, failure and our relationships with others. Through fun activities you will be given strategies and tips for preparing yourselves for public speaking, job interviews and presentations. Peer pressure, time management, revision techniques and the benefits of exam success are all addressed in a unique and engaging format. Many organisations are now looking for employees to exhibit creative problem solving skills. Through interactive handsets you will explore lateral thinking problems and then further explore your own creativity as part of a team.



The Caldecotte Xperience

A key part of becoming a Sixth Former is the ability to work alongside other students as a team to tackle complex problems. The enthusiastic and experienced instructors will give you a great outdoor activity trip, no matter what your previous experience. You will concentrate on a number of teambuilding activities and challenges which will allow you to realise that you are capable of far more than you thought!

"When I started here I had the same feeling as everyone else starting a new school that day; that I wasn't going to know anyone. Truth be told, I was pleasantly surprised that everyone was so lovely that I felt I had made friends already! The main thing I have noticed about RLS compared to other schools is the sheer enthusiasm of the staff who seem to want to be there rather than having to be there. The relationship between staff and students in the Sixth Form is great: positive and encouraging on one hand and focussed on the other."

Katie, New Student to RLS, Year Twelve





Studying in

Rotherfield

Sixth Form students have their own centre, Rotherfield. The building underwent a £1 million transformation which was completed in September 2017. Facilities include a Lecture Theatre, private study areas, tutor and teaching rooms.

Private Study

Sixth Form students have private study facilities, both in Rotherfield and in the Library.

Students, subject to certain criteria, have the option of Home Study later in their course, in Year Thirteen. Sixth Form students are expected to study for at least fifteen hours at home in addition to timetabled private study within the school working week.



The Royal Latin Library

The Royal Latin encourages students of all ages to use the Library as a perfect place in which to spend study periods, as the quiet working atmosphere inspires diligent and purposeful independent learning and preparation for the use of a university library.

To provide students the opportunity to complete coursework and homework, there are twenty computers available along with a printer and copier. There is also a dedicated study area on the mezzanine level.

The Library caters for the A Level curriculum and provides books and journals geared towards exam success.

Wider reading is encouraged to deepen knowledge, enrich exam technique and polish university interview performance. Wide background reading and research to supplement issued textbooks should form an essential part of sixth form study.

The library is open at the following times, including break and lunchtimes:

Monday to Thursday: 8:00am-- 4:30pm
Friday: 8:30am --3:30pm



In Sixth form you are given more responsibility to further your learning, whilst with smaller classes you are afforded more of the teachers time to help with your studies
TOBY, YEAR THIRTEEN

There's a lot more freedom in the Sixth Form but it also brings a lot more responsibility for your own work.
JACK, YEAR TWELVE

Since joining in September I have found it really easy to settle in. Everybody is really friendly and there are plenty of opportunities around the school to further your learning.

DOMINIC, YEAR THIRTEEN



Opportunities

Student Voice

This is an important part of the Royal Latin School and where ever possible students are involved in the development of new ideas and policies. The Sixth Form plays an active role in the gathering of student voice within the school. The Student Leadership Team are responsible for setting agendas and feeding back the ideas of students throughout the various key stages, alongside the Sixth Form House Captains, Year Captains and Subject Captains who represent students from all year groups.

Music

Peripatetic music teachers visit the school on a regular basis, to provide tuition on a variety of instruments. There are also a number of Music related activities including Jazz Band and House Music. All details can be obtained from Mr R Tucker, Head of Music. There are several music practice rooms on site.

Clubs and societies

The School has a number of societies including the Duke of Edinburgh Award, Amnesty International, choir, brass groups, orchestral groups, debating, drama productions, sports teams and outdoor pursuits. If you have a particular interest and a member of staff shares your enthusiasm, there is no reason why you should not form a new club or society. In the Spring Term of Year Twelve, students take responsibility for organising charity events. Large sums of money are raised through a variety of entertaining activities put on for the whole school.

Sports

The opportunity exists to participate in many sports at inter-house competitions and inter-school matches. There are fixture lists every year, in football, netball, basketball, badminton, rugby, hockey, cricket, tennis and athletics, but many other sports are played on an inter-house basis.

School teams are an important aspect of school life, fixtures are generally held on a Wednesday afternoon.



We are obviously delighted that our daughter got the results she needed today. The whole experience has made us realise the importance of pastoral care and we are grateful that the school are not just focussed on academic success

FROM A PARENT OF A YEAR THIRTEEN STUDENT

Being subject leader of geography allows me to assist those in the school who need help with any part of their course. By passing on the knowledge and techniques that I have gained in my time at the RLS, I can hopefully help to keep the standard of geography high in our school.

FROM EVAN, YEAR THIRTEEN

The Study Seminar in October was brilliant, I have so many new ideas. My note taking will be so much more efficient

JADE, YEAR TWELVE

Once a year, in the Spring Term, we hold a Year Twelve Consultation Evening, which students also attend. As with the rest of the school, a report on each student's progress is produced each term. We expect students to pass their internally/externally assessed examinations in Year Twelve before embarking on their Year Thirteen studies in that subject. Parents are encouraged to contact the school should they have concerns about the academic progress or the general well-being of their son or daughter. With regard to academic concerns, the first point of contact should be the subject department, whilst for general concerns, the form tutor and then the Head of Year.

Note:

It is an expectation that every student will achieve at least three passes with each at a minimum of a D grade in order to succeed in Year Thirteen. Students also require good scores for engagement and homework in their school reports alongside an attendance of at least 95%

At the end of Year Twelve UCAS predicted grades will be generated from internally assessed examinations and coursework. There is a Consultation Evening where more specific progress can be discussed with subject teachers. Practice examinations and exam-style tasks are also set throughout Year Thirteen.

A report at the end of the spring term sums up attainment on the A-level courses and potential with regard to the summer examinations. As in Year Twelve, examination entry is subject to students meeting the requirements of the course and agreed guidelines of the school. Full attendance throughout the two years is essential if students are to achieve their potential, with the result that careful monitoring takes place by tutors and heads of year

Student Absence from school

Students and parents are reminded of the importance of not taking students out of school for family holidays. Requests are ultimately sanctioned (or otherwise) by the Headteacher. Please note that leave is not granted for the start of term or during an examination or assessment period.

Careers guidance is given within tutorial lessons and during the Higher Education and Enrichment Lessons in Year Twelve. There is a Higher Education area within the main school Library which can be accessed at any time. We organise talks, university visits and lectures throughout the year. Our Aspirations Lead is Ms Comben who can meet with students on a 1:1 basis to offer personal information, advice and guidance; and maintains our Aspirations classroom with up to date information on opportunities and events. We also invite outside speakers to speak about apprenticeships and other opportunities available to students. We also hold an annual Careers and Aspirations event with a variety of organisations and professionals in attendance.



16-19 Bursary

The fund is made available from the government through its funding body - Education Funding Agency (EFA) for 16 – 19 year olds, to provide assistance to students whose access to, or completion of, education is inhibited by financial constraints or barriers.

There are eligibility criteria that have to be met for each level of assistance. Further details are on the school website and all students will be informed of this bursary at the beginning of the Autumn Term. There will be information at that point, (in line with any changes that might have occurred), about how to apply.

Courses

Art and Design

A Level

Specification: AQA 3690

Introduction

This course offers students a personalised approach to developing specialist skills and a depth of understanding of visual arts. It suits those who wish to further their creative skills and understanding of visual communication. In a supportive environment it develops a range of practical artistic skills, the ability to work through a process and produce a finished product, and to analyse artists' work. The creative and lateral thinking skills developed through this course are sought after in many career fields with the qualification being valued by universities. It is essential for those considering degrees and careers in Architecture, Digital Graphics, Design, Television and Film and recommended for creative, visual, media, theatrical and conservation.



Entry requirements

We will require at least a grade 6 in GCSE Art and Design or, in exceptional circumstances, a suitable portfolio of work. You will be expected to further your knowledge and appreciation by visiting art galleries and exhibitions in your own time as well as undertaking research as part of the course. Non-RLS students without Fine Art or Art and Design GCSE need to indicate on the application form that they have such a portfolio if needed for inspection.

Year 1: This year develops personal skills in painting, drawing, print, digital photography, digital media, mixed media and three-dimensional work. Students are encouraged to explore new media, developing confidence, creativity, skills and experience. Early workshops lead into personal projects, exploring themes and images in response to direct experience and to other artists' work. Life drawing and field visits are also a valued part of the course. Students will be required to engage with the work of others through both practical and written analysis.

Autumn Term builds on the skills, knowledge and experience from year one to produce an in-depth Personal Investigation, selected and developed according to the strengths and interests of the individual. This includes a related written study.

Year 2: Spring Term is for the final unit, the Externally Set Task. This practical personal project is in response to a choice of starting points set by the exam board, culminating in the final piece being completed in a fifteen hour period at the end of April.

Assessment

Personal investigation - personal practical portfolio with written analysis 60%
Externally Set Task - personal practical project 40%

Biology

A Level

Specification: OCR Biology A



Introduction

Biology at A level offers the opportunity to study a dynamic and challenging subject, which explores the molecular mechanisms of our cells, the inner functions of living organisms and their impact on our planet. The Biology A specification follows a content-led approach in which key concepts of biology are taught in various modules, allowing students to engage with scientific thinking, ideas and developments in biology. The maths within the specification allows students to become confident with the mathematical tools essential to modern science. You need to have a passion for biology and be able to work with skill and maturity during practical investigations. Biology can be a good choice with subjects such as chemistry, physics, maths, psychology, geography and sports science. It develops practical and team-working skills; the ability to apply a wide range of principles to novel situations; the skills to analyse complex, often abstract concepts effectively. It is valuable for those thinking of degrees and careers in a large range of areas including biological sciences, agriculture, medicine, ecology, nursing, biochemistry, environmental health, biotechnology and veterinary sciences.



Entry requirements

A Level Biology is a challenging but enjoyable course for which you will need a minimum grade 6 at GCSE Biology for entry.

However the majority of students do start the course with grade 7 or above in Science and Mathematics GCSEs. To be successful you need to become an independent learner by developing your knowledge beyond the classroom, assimilating ideas from a range of sources and applying this knowledge to new situations. Self-motivation and enthusiasm are essential.

Course outline

6 modules are completed over 2 years

Year 1:

- Module 1 Development of practical skills;
- Module 2 Foundations in Biology;
- Module 3 Exchange and transport;
- Module 4 Biodiversity, evolution and disease

Year 2:

- Module 1 Development of practical skills;
 - Module 5 Communication, homeostasis and energy;
 - Module 6 Genetics, evolution and ecosystems.
- Practical skills are integrated with the theoretical topics and will be internally assessed as well as being assessed through the written papers. Students will be required to maintain a record of their practical activities carried out as part of the A level Practical Endorsement.

Assessment

There will be three written exams at the end of year 13. There will also be internal assessments (written and practical) throughout the two year course. On completion of a minimum of 12 practical activities covering a range of activity groups, students will be awarded with the Practical Endorsement.

Business

A Level

Specification:AQA



Introduction

We are all consumers who are exposed to the decisions of businesses. everyday, but what is the rationale behind the strategies they employ?

Business at A level offers students the opportunity to understand how businesses operate in a variety of contexts; whether small or large, UK or

global focussed, service or manufacturing, businesses have to make crucial decisions that will affect their success. A level Business develops analytical and evaluative skills of contemporary issues that students will be able to apply in a real world context.

Business complements many other subjects such as Economics and humanities, drawing upon a range of academic disciplines including both maths and English. It is valuable to students wishing to pursue degrees and careers in finance, business management, human resources, marketing, logistics or production.

Entry requirements

As this is an essay based subject and there is mathematical contact, it is recommended that students have a level 6 in both mathematics and English.

Course outline

You will study a number of components designated to examine how businesses make decisions across the organisation. Initially you will consider "what is business?" considering why businesses exist, how they are formed and how they operate within the external environment. You will look at leadership styles and how managers make decisions.

Exploring the key functions of business - finance, marketing, human resources and production - you will examine how business models are used to influence decision making. You will analyse how different factors such as ethics, customers and the economy all affect management decisions in trying to maximise the success of a business. In your second year you will analyse the strategic position of a business; you will assess the internal strengths and weaknesses of a business and analyse the opportunities and threats businesses face from social and technological change and the competitive and economic environment.

Additional information

Whilst studying GCSE Business will be a benefit in terms of giving students a grounding in the subject, it is not critical and many students study Business for the first time at A level.

Assessment

Assessment is by examination taken in the summer.

Assessment is by three two hour written exams taken at the end of the second year. Questions are a mixture of multiple choice, short answers and extended answers. The specification will assess students quantitative skills applied in the context of business.

Chemistry

A Level

Specification: OCR A H432



Introduction

Chemistry is a challenging and exciting subject which develops an understanding of chemical reactions from the structure of the atom right through to large scale reactions happening both in factories and our atmosphere! It will suit those who have enjoyed the study of sciences at GCSE and who enjoy solving problems and asking questions about the world around them. We are following the OCR 'A' syllabus; this course offers the opportunity to explore in greater depth many of the ideas met at GCSE and provides further insight into the structure of atoms, chemical bonds and chemical reactions. Studying chemistry develops practical skills and the ability to evaluate data, including experimental data and other sources of information. It is a direct requirement for those thinking of degrees and careers in Medicine, Pharmacy, Dentistry, Veterinary Sciences and any Bioscience and is also valuable for those considering a career in any other science.

Entry requirements

You must enjoy solving challenging problems. Chemistry requires a lot of application of knowledge, so it is essential that you are willing to think and reason for yourself. You will be expected to undertake a programme of wide and varied background reading. You must have a minimum of a 6 grade in Chemistry or Additional Science GCSEs. You must also have a minimum of a grade 6 in GCSE Maths. The large majority of students studying Chemistry at A level have 8 or 9 grades in the Sciences and Maths at GCSE.

Course outline

Module 1: Development of practical skills---this module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course, The practical skills in this module can be assessed within written examinations and within the Practical Endorsement.

Module 2: Foundations in chemistry covering concepts required throughout the remaining modules including topics such as atoms, compounds, equations, bonding and structure.

Modules 3 and 4: An introduction to the chemistry of carbon as well as looking at periodicity, equilibrium and reaction rates.

Modules 5 and 6: The chemistry of the amines, arenes, polymers, carbonyls, carboxylic acids, esters and spectroscopy as well as further insights in the concepts behind rates, equilibria and energetics. The modules also include the chemistry of the transition elements.

Students will complete three exams at the end of year 13 which will include multiple choice as well as extended response questions, covering both theory and practical skills. Students will also undertake a Practical Endorsement and will be required to complete a minimum of 12 practical activities to demonstrate practical competence. This will be reported separately to the A Level grade.



Computer Science

A Level

Specification: OCR H446 (A-level)

Introduction

There is a growing demand for skilled Computer Scientists in today's industry, leading to excellent job prospects for graduates. Our A-level Computer Science course provides an opportunity to explore a dynamic, relevant, and challenging subject.

Throughout the course, students will gain a deep understanding of how computers operate, the processes of data transmission, and the principles of computational thinking. This involves the thought processes required to formulate problems and express their solutions in a way that can be effectively executed by a computer.

Computer Science encourages students to engage with transformative questions that can reshape our perception of the world. For instance, we may one day compute with DNA, utilising genes as computer circuits. We are already witnessing remarkable advancements in areas such as drone deliveries, automated vehicles, and space exploration.

As we navigate an increasingly digitised and programmable world, the need for computing knowledge becomes essential. Students equipped with these skills will possess a significant and marketable advantage in the future job market.

Entry requirements

A minimum grade 6 in Computer Science is required. However, if GCSE Computer Science has not been studied, then a grade 8 in Mathematics is required. To be successful, it is essential that you are fully committed to the course and motivated enough to pursue extensive additional study in the form of research and coding. You will need to be keen to read and assimilate ideas from a range of sources and have plenty of enthusiasm.

Course outline

Component 1: The characteristics of contemporary processors. Input, output and storage devices. Software and software development. Exchanging data. Data types, data structures and algorithms. Data types, data structures and algorithms. Legal, moral, cultural and ethical issues.

Component 2: Elements of Computational thinking. Problem solving & programming, Algorithms.

Component 3: Practical project (Analysis, design, development, testing and evaluation).

Additional information

The course encourages use of several programming languages, offers the opportunity to visit exciting places and engage with industry experts.

For A-level is by two examinations in Year 13, both worth 40% and 2.5 hours in duration. Internally assessed and externally moderated coursework is worth 20%.

Drama and Theatre Studies

A Level

Specification AQA 7262

Introduction

A-level Drama and Theatre inspires students to become independent theatre makers with the skills that they need to go on to higher education, whether that is to study a course in drama and theatre or another subject. New plays, styles and conventions will engage students and stimulate meaningful conversation. Within this course the students will have the opportunity to devise a completely original performance, and bring to life a pre-published play too. The course offers a diverse exploration of theatre throughout the ages.

Entry requirements

A Level Drama and Theatre Studies is a challenging but enjoyable course for which you will need a minimum grade 6 at GCSE Drama for entry. However the majority of students do start the course with grade 7 or above in English. To be successful you need to become an independent learner by developing your knowledge of the subject as a whole beyond the classroom and developing your understanding of how to succeed in the written element of the course. Self-motivation and dedication are essential.

Course outline

The course is made up of 3 components.

1. Drama and Theatre

Students will explore two set plays and analyse and evaluate the work of live theatre makers.

Assessed through the written exam: 3 hours

2. Creating Original Drama

Students will devise and create a piece of original drama and complete a Working Notebook.

Marked by teachers and moderated by AQA

3. Making Theatre

Students will practically explore and interpret 3 extracts, each taken from a different play in the style of a prescribed practitioner. They will complete a Reflective Report for this component.

This component is marked by an AQA visiting examiner



@RLS_Drama



Economics

A Level

Specification: 7136

Introduction

Economics at A-Level is a linear course that offers students the opportunity to apply economic theories and concepts to the real economy. It suits those who have an interest in current affairs and it complements a wide range of related subjects. It develops the ability to analyse and evaluate contemporary issues. It is valuable for those thinking of degrees and careers in economics, business, management, accountancy, banking and other areas of the financial services industry.

Entry requirements

We will require at least a grade 6 in GCSE mathematics and a grade 6 in English Language or English Literature. You will need to be keen to study current affairs with an economic dimension.

Course outline

Section 4.1 is called Individuals, Firms, Markets and Market Failure. Students will be required to acquire knowledge and understanding of a selection of microeconomic models and to apply these to current problems and issues. The way different markets work or not work is explored. For example some goods such as education and health care would be under provided by the market and other goods such as national defence would not be provided at all. The government intervenes to correct these failures and you will examine how effective they are at this. Section 4.2 is called The National and International Economy and is primarily about macroeconomics. It will involve studying how the economic performance of countries is measured and the policies used to improve their performance. Inflation, unemployment, economic growth and the balance of payment will be the main areas of study and by the end of the section you will be able to assess how successful a government is at managing the economy. It is expected that students will acquire a good knowledge of trends and developments in the economy which have taken place over the past 15 years.

Assessment

Assessment is by three, two hour written exams. The first paper will examine topics that are outlined in Section 4.1 of the specification, but economic principles included in Section 4.2 of the specification may also enrich a students response to some questions. The second paper will examine mainly the topics that are outlined in Section 4.2 of the specification, but may draw on economic principles from Section 4.1. The third paper is called Economic Principles and Issues and will include topics from both sections of the specification and students, will be expected to recognise when it is appropriate to use microeconomic and / or macroeconomic models.

Both specifications will assess students quantitative skills applied in the context of economics. This will include an understanding and application of index numbers, ratios, fractions, percentages, revenue and profit.

English Literature

AQA English Literature B 7717



Introduction

English Literature at A-level offers the opportunity to read, discuss and write about a variety of literary texts. It suits those who have enjoyed the study of literature at GCSE and can be a good choice with subjects such as Law, Media, Theatre Studies and History, or with subjects such as Science, Maths and Technology to provide both breadth and variety. The study of a range of literary texts not only develops clear thinking and expression and the ability to analyse and present a case, but also enhances debate skills. English Literature is therefore valuable for those thinking of degrees and careers in management, law, media and the arts.

Entry requirements

We require at least a level 6 in English Literature. You will need to be keen to read a range of texts and to be a capable essay-writer.

Course outline

Candidates will have the opportunity to study an exciting range of texts including Shakespeare's plays, prose, poetry and drama from across the ages. The 'Literary Genres' unit will allow students to study 3 texts that explore aspects of tragedy. The 'Texts and Genres' unit will allow students to explore writing focussed on political and social protest. There will also be exploration of unseen texts in addition to the core texts studied and students will be required to make links and comparisons between these. This course will help develop your writing skills, your ability to communicate effectively and to look for different interpretations. You will learn how to reflect on and analyse texts, provide a critique and how to construct and defend an argument. These are valuable skills that you can transfer to university or employment.

The teaching is normally shared between two teachers. You will be expected to undertake a programme of wide background reading, to prepare parts of texts for class discussion and to write essays.

Additional information

Prospective students attending the Taster Day will be given a reading list so they can begin their background reading over the summer holidays. Texts studied include Shakespeare's 'King Lear', 'Death of A Salesman' by Arthur Miller and poetry by John Keats for the 'Literary Genres' unit, In the 'Texts and Genres' unit texts studied include Shakespeare's 'King Henry IV Part One', 'Harvest' by Jim Crace and 'Songs of Innocence and Experience' by William Blake.

Assessment

Assessment is by both examination and coursework. Paper 1 A is a closed book exam lasting 2 hours and 30 minutes worth 40% of the A-level. Paper 2B is an open book exam lasting 3 hours worth 40% of the A-level. The non-exam assessment is composed of two essays between 1250-1500 words worth 20% of the A-level.

Extended Project Qualification



Introduction

The Extended Project Qualification (EPQ) is a stand-alone qualification that helps students develop broader study skills. The outcome is a student-driven project which gives the individual the freedom and responsibility to select a topic they are interested in. During the process, they develop as independent, reflective learners and acquire knowledge and transferable skills that are invaluable for further study.

The qualification is the equivalent of 50% of a full A level (70 UCAS points) and students who pass can achieve an A* to an E.

Entry requirements

Students will be expected to achieve a minimum of 58 points at GCSE (equivalent of 6 grade 7s and 2 grade 8s)

Sample titles:

- "Can the Kyoto Protocol be defended using a philosophical and ethical approach?"
- "Should the UK's Law on Abortion be changed?"
- "Is there a life after death?"
- "Is Schizophrenia genetic?"
- "Should the amount of funding in Autism Research be raised to the amount received by Cancer Research?"
- "Are Darwinism and Marxism Related?"
- "What are the key reasons behind suicide terrorism?"
- "Is the death penalty ever justified?"
- "Does social networking cause more harm than good?"
- "Is southern hemisphere rugby better than northern hemisphere?"
- "What is psychological warfare and is it effective?"

Course outline

The course involves a taught element where students will attend lessons which focus on front loading the skills needed to succeed in the project such as research skills, evaluating sources, referencing and note taking. However, the majority of the learning will be independently conducted by the student.

When completing a project qualification, students follow a clearly structured process: they plan, research their topic and create a product. The product of their project can be in one of three formats:

- A research-based written report
- A production* (e.g. charity event, fashion show, sports event etc.)
- An artefact* (e.g. a piece of art, a computer game, a realised design.)

This work is all recorded in their Production Log and, finally, students deliver a presentation.

*supported by a written report

Assessment

Students are assessed on the product of their project and on the process itself. Unlike other coursework, assessment will not be ongoing but will be summatively marked when the final project is submitted. However, all students will have a dedicated supervisor who will provide them with individual support and advice throughout the process. Students will be assessed on 4 main assessment objectives including management, use of sources, develop & realizing and finally evaluation skills.

Fred Well Being Dog

WOOF!

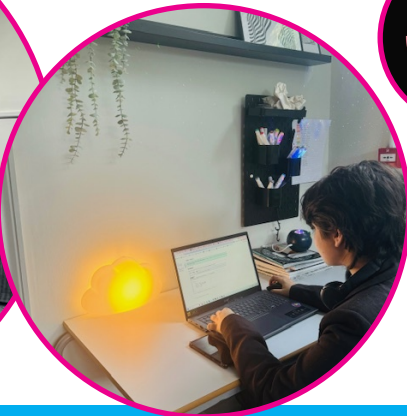
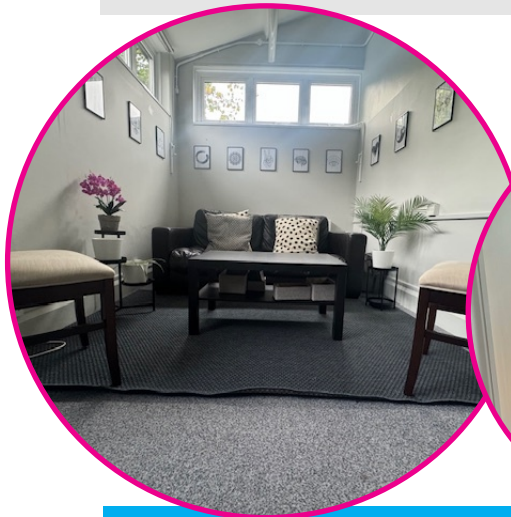
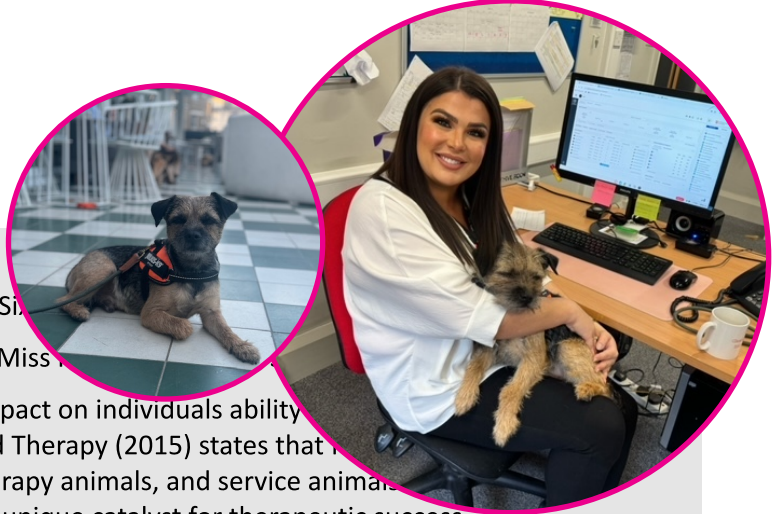
We have recently welcomed a Well being Dog to our Site.

Fred is a 5 year old Border Terrier and comes in with Miss [Name].

It is well documented that animals have a positive impact on individuals ability to learn and communicate. The Handbook on Animal-Assisted Therapy (2015) states that animals can provide strong social support as companions, therapy animals, and service animals. For others, animals may provide a unique catalyst for therapeutic success.

We have enjoyed many lovely dog walks around school grounds where we have got to know a young person far better than if we had sat at a desk inside.

Fred has acted as an immediate distraction for students when they were upset and helped many with regulating their emotions. An example of this would be changing their presentation with their awareness of his presence and his well-being - not wanting to be too loud so as not to frighten Fred. We know that some homes were not the right environments for a pet due to wider complexities and having Fred in the school provides access to the positives and responsibilities that owning a pet brings.



Not for you?

Please let us know if you do not like dogs as there is no obligation to engage with this during your time here.

BOB'S Well Being Space

We have recently created Bob's in the old Archive Office. A comfortable sofa, cushions and we've added in some known sensory regulatory equipment like weighted blankets, sensory toys, art equipment, projector, living plants. The intention was to create a zone where students felt understood, supported and where their sensory needs are not just considered but integrated into the environment. The space has become a refuge allowing students to decompress, self regulate and thrive in an environment that may at times overwhelm them.

It has quickly become a place that is able to meet the needs of various individuals but the most common considerations being noise control, lighting, comfort, textures, familiarity and routine. We've found that creating a space that maintained consistent layout and routine is incredibly comforting, often being a place where our students find solace in predictability and comfort. The right environment can help our students navigate overwhelming situations, such as appointments with unfamiliar people or in new locations. By creating a safe space, we can offer a sense of control when the world feels chaotic.



French

A Level examination board AQA

Introduction

A level French offers the opportunity to expand your knowledge of the French language and culture. It suits those who have enjoyed studying languages at GCSE level and who have an interest in deepening their knowledge of French society, culture and civilisation and can combine well with many other subjects such as English, law, media, history and other modern foreign languages or with subjects such as science, maths, and technology to give breadth to study pathways. It develops all four linguistic skills and the ability to analyse and present clear arguments. It is a valuable choice for those thinking of degrees

Entry requirements

We will normally require students to have taken Higher Tier papers in all four skill areas and achieved a very high GCSE grade. Grade 6 is an absolute minimum entry requirement, though most students have an 8 or 9 grade at GCSE. You will need to have studied grammar extensively and have a sound knowledge of the grammatical structures of the language and abroad vocabulary. You must be able to manipulate the language and use it for the purpose of everyday communication. An interest in current affairs is also a great asset.

Course outline

Year 1: Please see the Modern Languages hand-out for more information about the topics studied in Year 1. As part of the course you will also study a film.

Year 2: Please see the hand-out for the topics studied in Year 2. As part of the course you will also study a literary text.

The teaching is shared between two teachers. Students will need to undertake additional background reading and research to prepare for discussions in lessons and to write essays. Students also need to attend an extra 20 minute conversation lesson with the French language assistant once a week.

Additional information

Students attending a Taster Day may be given reading or research in preparation for the start of the course. The department also offers an immersion language trip to France during the course of studies.

Assessment

The Advanced GCE in French consists of three papers: two assessing listening, reading and writing and one assessing speaking. All the assessments are externally set and marked. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Further Mathematics

A Level

OCR B (MEI) - H645



Introduction

Further Mathematics A2 offers the opportunity to extend your Sixth Form study of Mathematics and to revel in a wealth of mathematical topics. It suits those who have enjoyed the study of Mathematics in Key Stages 3 and 4 and who have found that it comes fairly easily to them. Because of the hierarchical nature of Mathematics, Further Maths must be studied as an accompaniment to Mathematics A level. It is strongly recommended for those thinking of degrees in Mathematics, Physical Sciences, Engineering, or Economics at University but it goes well with a wide variety of other subjects, particularly Computing or Geology.

Entry requirements

We will require a level 8 or preferably a level 9 in GCSE Mathematics. You will need to be the sort of person who enjoys problem-solving and who has a confident fluency in manipulating algebra. This subject can only be studied as an accompaniment to Mathematics.

Course outline

The course combines Further Pure 1 & 2 modules alongside 3 application modules. Further Pure 1 includes complex numbers and matrix algebra. Further Pure 2 includes work on polar coordinates hyperbolic functions and further calculus.

The three applications modules will be:

- Modelling with algorithms including critical path analysis and linear programming
- Mechanics containing modules on momentum, centers of mass and springs
- Statistics with Chi-squared tests and more on Binomial and Poisson distributions

Additional information

Students who want to apply to read Mathematics at Oxford or Cambridge may need to prepare for Oxford entrance tests or Cambridge STEP papers. Note: our recent experience indicates that students applying to study mathematics or Mathematics and another subject at Oxford, Cambridge and some other Russell Group universities are expected to have studied Further Maths if their school provides a course. These universities are also increasingly interested in Further Maths as a preparation for a degree in Computing

Assessment

Assessment is wholly by examination. A2 students take one 2 hour and 40 minute pure paper which contributes 90% of the marks and three one and a quarter hour papers covering each of the applied minor units.

Geography

Specification: Edexcel A Level



Introduction

Do you care about the future of the planet?

Are you interested in the natural environment?

Do you have a genuine interest in global affairs and a real passion to make a difference?

If you answered YES to any of the above questions then Geography is for you!

Geography helps students develop a number of skills, for example, problem solving, team work, analytical thinking, spatial awareness and an ability to understand natural phenomena. Geography combines well with both arts and science subjects. Geography is highly valued by universities as an A Level choice. The Russell Group names geography as one of the eight facilitating subjects which is a subject most likely to be required or preferred for entry to degree courses. Choosing facilitating subjects will keep more options open to you at university. In 2015 The Guardian identified Geography as the 'must have A Level'.

Entry requirements

You will need a grade 6 as a minimum at GCSE Geography, but most students who study this will have achieved a grade 7 or higher. If you have not studied GCSE Geography, we recommend you speak to the Geography department about suitability as strong grades in English will be essential. An interest in wider reading, as well as being self disciplined to complete work, is important to be successful in the course.



Course outline

We follow the Edexcel A level course which follows an enquiry based approach to learning, enabling students to explore and evaluate contemporary issues and themes. The course covers both Physical and Human geography in depth, exploring the complexity of humans and their interactions with the environment around them, as well as encouraging students to become critical, reflective and independent learners. Students will study:

- Tectonic Processes and Hazards
- Coastal Landscapes and Change
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Carbon Insecurity
- Globalisation
- Regenerating Places
- Superpowers
- Health, Human Rights and Intervention

There is a coursework requirement of the A level and it will be mandatory for students to attend a field trip for around 5 days (Monday - Friday) during Year 12.

Assessment

Paper 1 - Physical Geography Paper - 30% of the qualification, with short and extended answer questions

Paper 2 - Human Geography Paper - 30% of the qualification, with short and extended answer questions

Paper 3 - A Synoptic Paper based on mandatory topics and a resource booklet - 20% of the qualification, with short and extended answer questions.

German

A Level

Examination Board AQA



Introduction

A-level German offers the opportunity to expand your knowledge of the German language and culture. It suits those who have enjoyed studying languages at GCSE level and who have an interest in deepening their knowledge of German society, culture and civilisation. German combines well with many other subjects such as English, law, media, history and other modern foreign languages or with subjects such as science, mathematics, and technology to give breadth to study pathways. It develops all four linguistic skills, as well as the ability to analyse and present clear arguments. It is a valuable choice for those thinking of degrees and careers in a variety of spheres; the modular nature of many university courses makes it possible to combine the study of German with any number of arts and science degrees. A level German is valued by universities as a sign of diligence and application.

Entry requirements

We will normally require students to have taken Higher Tier papers in all four skill areas and achieved a very high GCSE grade. Grade 6 is an absolute minimum entry requirement, though most students have an 8 or 9 grade at GCSE. You will need to have studied grammar extensively and have a sound knowledge of the grammatical structures of the language as well as a broad vocabulary. You must be able to manipulate the language and use it for the purpose of everyday communication. An interest in current affairs is also a great asset.

Course outline

Year 1: Please see the Modern Languages hand-out for more information about the topics studied in Year 1. As part of the course you will also study a film.

Year 2: Please see the hand-out for the topics studied in Year 2. As part of the course you will also study a literary text. The teaching is usually shared between two teachers. Students will undertake regular additional background reading and research to prepare for discussions and essays. Students will also attend an extra 1-1 conversation lesson with the German language assistant.

Additional information

Students attending a Taster Day may be given reading or research in preparation for the start of the course.

The department endeavors to offer every student the chance to visit Germany during the course of their studies.

Assessment

The Advanced GCE in German consists of three papers: two assessing listening, reading and writing and one assessing speaking. All the assessments are externally set and marked. Students must complete the speaking assessment in April/May and all other assessments in May/June in any single year.



ROTHERFIELD
6th Form Centre



History

A Level

Specification: AQA History A Level 7042

Introduction

History at A level offers the opportunity to study both 'Modern' British and European history. It particularly suits those who have enjoyed the study of 'Modern' history at GCSE and are keen to extend their knowledge base. It can be a good choice with subjects such as English, Geography, Media, Politics and Philosophy and Ethics, or with subjects such as Science, Maths and Technology to provide breadth. It results in greater understanding of different historical periods, involves lively discussions/debates and enhances the ability to analyse and present a case. It supports any degree/career path, but is particularly helpful for those interested in law, journalism, politics, media and the arts.

Course outline and Assessment

Unit 1: 40% of total A Level

British Period Study and Enquiry. We study AQA 1C The Tudors: England 1485- 1603

This component looks at change and continuity over one hundred years of history from Henry VII to Elizabeth I. It explores many of the significant developments such as government, society, religion and foreign affairs.

Unit 2: 40% of total A Level

Non British Period Study. We study AQA 20 Democracy and Nazism: Germany 1918-1945

This module studies a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political and ideological concepts such as nationalism and racialism. It also encourages reflection on key issues as well as consideration of what creates and sustains a dictatorship.

Units 1 and 2 are examined in May of Year 13. There is a mix of source based and essay questions: which of course you will get plenty of practice of as you study these modules.

Unit 3: 20% of total A Level

Non Examined Assessment

Topic based essay on historical investigation giving you a chance to research and produce an independent piece of extended writing.

We currently offer a range of topics which include The Ottoman Empire and American Civil Rights.

Students will complete a 4500 word essay. This is an internally assessed unit and is externally moderated.

Additional information

Each year we promote a variety of lectures delivered by famous historians, which are intended to support the A Level. They always prove very useful and entertaining!

Entry requirements

We will require a grade 6 or above in History. We will still consider you if you are not currently doing History GCSE, in which case, you must achieve a 7 in English. You will need to be keen to read a range of historical texts and be a capable essay-writer. A willingness to contribute to class discussion is essential.



Mathematics A Level

Specification: OCR B (MEI) - H640

Introduction

Not only does Mathematics underlie every process and pattern that occurs in the world around us, but having a good understanding of it helps enormously in everyday life. Mathematics is one of the most general and fundamental subjects you can study at A-level as it will give you an excellent grounding for any subject and is itself a prerequisite for many studies. As a degree subject in its own right it offers excellent employment prospects, not just in the traditional areas of banking, finance, IT, computing or accountancy. You will learn to think logically, to ask questions and to carry out rigorous investigations to answer them. As well as learning problem-solving and data-handling skills, maths is the language of most of the lab sciences and many of the quantitative parts of social sciences.

Entry requirements

A grade 7 on the 9-1 scale is preferred for A-level Mathematics although a grade 6 would be considered; strength in algebra is essential. Hard work, determination and a pro-active approach are essential at the start of any A-level Mathematics course. You will need to be prepared to learn new facts thoroughly and practice new techniques regularly. There is plenty of help, support and encouragement from your Maths teachers and from other Maths students at the weekly drop-in sessions.

Course outline

Year 1: You will study one unit of Pure Mathematics which will cover algebra and functions, coordinate plane geometry, advanced trigonometry, the binomial series and calculus. There is also an Applied unit which contains elements of Statistics and Mechanics meaning that all students studying Mathematics will encounter both topic ideas.

Year 2: The course involves a second Pure Mathematics unit which extends the topics covered in Year 1 and also includes numerical methods and sequences and series. Again the content is two-thirds Pure Maths and one third Applied. The Applied unit continues on from the first year and introduces probability theory and resolving forces.

Additional information

Prospective students will receive work to complete over the summer holidays containing essential algebraic methods that need to be mastered before the start of the course. This is primarily GCSE consolidation and will be tested at the beginning of the year.

Assessment

Assessment for A Level is by three 2 hour papers, one Pure and Mechanics, one Pure and Statistics and one Pure and Comprehension. There is no coursework or controlled assessment element in any mathematics qualification.

Media Studies

A Level

Specification: AQA

Introduction

Media Studies at A-level offers students the opportunity to consider critically a variety of media texts, including moving image, digital, web-based (e-media) and print. Students also produce their own media products, such as film trailers and magazines. It suits those who have enjoyed the study of English and Media at GCSE and can be a good choice with subjects such as English Literature, Law, Politics, Psychology and History or with subjects such as Science, Maths and Technology to provide breadth. It develops understanding and enjoyment of a variety of media products, as well as an understanding of the increasing role media plays in modern life. It also develops the ability to analyse and to argue a case. It is valuable for those thinking of degrees in Arts-based subjects and for careers in the media industry, the law, marketing, public relations and publishing.

Entry requirements

We require at least a grade 6 in your GCSE English Language exam. You will need to be keen to watch and read a range of television, film and print and e- media texts, to understand technology and to be a capable essay-writer.

Course outline

Candidates will investigate Media Language, Media Representation, Media Industries and Media Audience, accompanying theories and theorists, with a range of close-study products across 9 Media Forms. In the non-exam assessment, candidates will produce two products made for an intended audience.

The teaching is shared between two teachers. You will be expected to undertake a programme of wide background reading, to prepare presentations for class and to write essays.

Assessment

Assessment is by examination and coursework (examination 70% and course work 30% in). Paper 1 is a 2 hour exam focusing on Media Language and Representation in Section A and Media Industries and Media Audiences in Section B. Close study products and unseen text feature in this exam. Paper 2 is a 2 hour exam focusing on media forms including television, magazines and online, social and participatory media/video games. There are 3 essays and one medium length unseen analysis questions. Both exams are worth 84 marks each and total 70% of the qualification. Coursework consists of two cross-media products produced to specific briefs and must contain a statement of intent. This accounts for 30% of the qualification



Music A Level

Specification: OCR H543



Introduction

Music A Level is about performing, composing, listening and critical thinking skills. We adjust the performing and composing weighting according to your specialism. You will develop skills in performing and composing in a wide range of styles and listen to a wide variety of music, learning how and why the music was written and performed. You need a keen interest in creating and listening to different styles of music and be open to broadening your experience and deepening your understanding. Your course will include Music Technology skills. We look forward to welcoming you!

Entry requirements

We require at least a grade 6 in Music GCSE. We would like you to have at least a Grade 5 (or equivalent) practical. Music at this level is academic as well as practical, so it is essential that you can read notation written for your instrument. While it is useful to have taken music at GCSE, this is not essential, providing you can play an instrument to a reasonable standard and/or have equivalent qualifications. We may ask you to sit an informal entrance test. Contact rtucker@royallatin.org with any queries, particularly if you would like to visit the department, have a chat about your potential, and see our great facilities.

Areas of Study

Music A Level requires you to develop an in-depth knowledge and understanding of musical elements, musical contexts and musical language, and allows you to apply these, where appropriate, to your own work when performing and composing. This gives you the flexibility to work on your own style of music as much as possible.

1. Performing (25% or 35%)

This is video recorded, with an accompanying explanation/commentary of the pieces chosen. You will make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical and expressive control and an understanding of style and context. This will be achieved through playing, or singing solo or in an ensemble, improvising, or realising music through music technology. At RLS, we normally hold 35 concerts each year, including music competitions.

2. Composing (35% or 25%)

This is a study in composition techniques, specialising in an area of study. Depending on which option you take, you will compose 2-3 pieces of music: one to a brief.

3. Written exam responding to extracts on a CD and contextual areas of study (40%)

The areas of study options across the specification are: 1. Instrumental music of Haydn, Mozart and Beethoven; 2. Popular song: Blues, jazz, swing and big band; 3. Instrumental jazz from 1910 to the present day; 4. Programme music 1820-1910; 5. Innovations in music from 1900 to the present day. The sections of the exam are: Aural recognition and context; Responding to unfamiliar music; Analysing and evaluating prescribed music; Reflecting on music written for a purpose.



A wide variety of Extra-curricular clubs are held weekly: Chamber choir, Brass, Guitar coaching, Jazz, Strings and Wind.

Over forty concerts are scheduled annually including the Carol Concert and Founders' Day, a mix of lunchtime and evening concerts, some in the local community and Music Competitions: Piano, RLS Young Musician of the Year, House Music.

Masterclass and Music Industry opportunities (Career Aspirations)

Rehearsal and individual practice rooms, including recording studio.

Annual production, in collaboration with the drama department.

We have close links with Buckingham Parish Church, and The University of Buckingham who generously allow us to use their facilities. Our concerts extend elsewhere in the community such as primary schools and care homes.

Philosophy

A Level

Specification: AQA Philosophy

Introduction

This programme of study will suit students who enjoy: examining ideas and theories; arguing different points of view; critical thinking; discussion; questioning; independent learning; and debating. Areas of study include: Theory of Knowledge, Perception, Empiricism and Rationalism. Ethical theories and issues, Philosophy of Religion and The Philosophy of Mind. The aims of the GCE qualification in Philosophy are to encourage students to develop an interest in and enthusiasm for a rigorous study of philosophy and ethics and to use an enquiring and critical approach to the study of philosophical issues.

Please note: this is not a Religious Studies A Level.

Entry requirements

We require a grade 6 or better in Religious Studies GCSE. If you have not studied Religious Studies at GCSE we will require a grade 6 in English or grade 6 in a Humanities subject. Advanced level Philosophy is available to candidates regardless of any religious persuasion and none. This is a course of philosophical enquiry.

Course outline

Year 1 and Year 2: The course consists of four units: , Epistemology, Ethics, Metaphysics of God and Metaphysics of Mind.

Additional information

This is a very demanding yet rewarding course. We would expect you to: read a wide range of texts; be comfortable writing essays to a high standard; contribute to class discussions; prepare material in advance of lessons; and undertake a programme of background reading. Philosophy is a rigorous and academic discipline and the title of your award would be GCE Philosophy.

Assessment

Assessment is by examination. The examinations are held in June A2.



Physical Education

A Level

Specification AQA 2580

Introduction

Physical Education A Level offers the opportunity to develop an understanding and appreciation of the factors which affect participation and performance. It suits those who have enjoyed the study of GCSE Physical Education and can complement other A-level choices such as Biology and other science-based subjects, Psychology and History. It is particularly valuable for those thinking of embarking on a degree in teaching, physiotherapy, medicine, sports therapy, sports psychology, sports development and leisure management.

Entry requirements

A minimum of a grade 6 overall in GCSE Physical Education is expected. If PE is not taken at GCSE there needs to be evidence of extensive sporting activity and a grade 6 in biology or a grade 6 in Science and Additional Science (with a 6 in the biology component). The specifications have a significant practical element and a genuine interest in sport is needed in order to be successful.

Course outline

A-level specifications in physical education 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 will require 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. Help 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. Also develop their ability to analyse and evaluate to improve performance and 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.



Physical Education (cont'd)

Paper 1:

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

Written exam: 2 hours, 105 marks, 35% of A-level

Paper 2 :

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

Written exam: 2 hours, 105 marks, 35% of A-level

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



Physics

A Level

Specification: AQA Physics A (7408)

Introduction

Physics at A Level offers the opportunity to study how things work, from the smallest subatomic particle to the whole universe. It suits those who have enjoyed the study of Physics at GCSE and can be a good choice with subjects such as Mathematics, Chemistry, and Biology. It develops an interest in, and understanding of, the way things work and the ability to analyse problems in a logical and quantitative manner. It is valuable for those thinking of degrees and careers in sciences, engineering, medicine, architecture, management and law.

Entry requirements

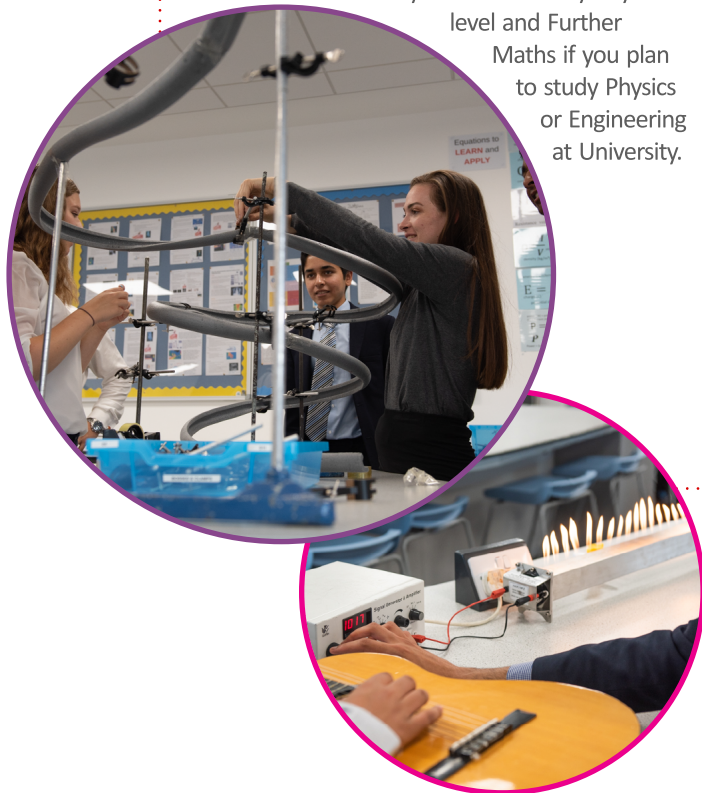
We require at least a grade 6 in Physics GCSE and a grade 6 in Maths or a grade 6 in Maths and a grade 7 in Combined Science. However, the majority of students taking this course will have obtained an 8 or 9 grade at GCSE in Physics and also grade 8 or 9 in Maths. It is highly recommended that you take Maths Mechanics, if you wish to study Physics A level and Further Maths if you plan to study Physics or Engineering at University.

Course outline

Year 1: This course builds on the work covered at GCSE but with greater depth and detail. There is also work on Quantum Physics and on the Quark structure of the nucleus. There is more emphasis on the application of physics and how science works with plenty of opportunities for practical work. You will study 'Particles and Radiation', 'Waves', 'Mechanics and Materials' and 'Electricity'.

Year 2: Builds on the work of Year 1 and comprises 'Fields and their consequences', Further Mechanics and Thermal Physics' and Nuclear Physics' plus a section chosen from Astrophysics, Medical Physics, Engineering Physics or Turning Points in Physics.

The teaching is shared between two teachers. You will be expected to undertake a programme of wide and background reading and to use the internet to explore recent developments in Physics. You will also be expected to solve numerical problems and to write up practical work in preparation for theory lessons.



Assessment

Assessment is by examinations taken in June of Year Thirteen and there is also an assessment of practical skills which is internally assessed.

Politics

A Level Specification: Edexcel



Introduction

Politics is all around us; everything from rises in tuition fees to the age of sexual consent is determined by politicians. Study politics to ensure you know how the UK works and who really has the power in your country. Find out about why politics is too important to be left just to politicians, and why we need engaged and active citizens to hold our politicians to account. Move on to learn about some of the most important ideas ever to have shaped human existence and decide which political ideology you most believe in or oppose. Discover how global politics operates to shape our world, examining ideas such as the 'anarchy' of the international state system, world conflicts, the role of the UN, and modern crises such as those involving refugees and terrorism.

The course is a good preparation for law, politics, history, social sciences and most other arts and humanities degrees. Careers include law, the civil service. Industry, politics, the media and journalism, publishing and economics. Nearly every year students studying politics apply to study PPE or similar at Oxford or Cambridge universities.

The course combines particularly well with history, geography, economics and philosophy but every year students combine politics with a wide range of subjects such as the sciences and the arts.

Course outline

People and Politics - studying democracy, participation, pressure, groups, elections, political parties, devolution, the media and voting behaviour (23%)

Governing the UK - studying the role and powers of the prime minister cabinet and government, the UK parliament, the constitution and Supreme Court (23%)

Political Ideologies - studying the three mainstream ideologies of Liberalism, Conservatism and Socialism and examining one 'alternative' ideology, likely to be Anarchism (20%)

Global Politics - studying international state power, sovereignty, economic and political globalisation, human rights, environmental issues, transnational organisations and the use of international aid to gain political influence (33%)

Entry requirements

Grade 6 in English Language.

Grade 6 in each humanity subject (if taken), e.g. history, geography, P & R

An interest in current affairs - the exam requires up to date examples and evidence, so to keep up with major UK and global political stories is important.

Assessment

The course is examined at the end of 2 years with three 2 hour examination papers. There will be an internal examination at the end of year 1 to check progress.

Psychology

A Level

Specification: AQA (7993)

Introduction

Psychology suits those who are interested in the growth and development of mental faculties and functioning, and in the interaction between the individual and society. Psychology can be a good choice with subjects such as Biology and Sports Studies, or with arts, sciences, humanities, maths and technical subjects to provide breadth. It is valuable for those thinking of degrees and careers in the social sciences, teaching or management.

There is no doubt Psychology is an interesting subject but those who select it should be aware of the scientific nature of the discipline and the strong literacy skills which are needed to do well. An interest in Psychology alone is not sufficient--this is one of the few 'A' levels that students will have minimal existing background knowledge of. It is academic, theoretical and often centres around abstract concepts.

Entry requirements

We will require at least a grade 6 in both English and Mathematics. You will need to be keen to read widely in the field, and to demonstrate the motivation, organisation and self-discipline to take responsibility for your learning.



Assessment

Assessment is by examinations taken at the end of Year Thirteen. It will comprise three 96 mark papers with a mixture of multiple choice, short answers and extended answers. There is no coursework.

Psychology (cont'd)

Course outline

PAPER 1	PAPER 2	PAPER 3
<p>Memory Models of memory, forgetting and improving the accuracy of eyewitness testimonies</p> <p>Attachment Theories of attachment, the stranger situation, cultural variations, deprivation and institutionalisation</p> <p>Social Influence Conformity, obedience, minority influence and social change.</p> <p>Psychopathology Definitions of abnormality, explanations and treatments for phobic disorders, depression and OCD.</p>	<p>Approaches Including the assumptions of the learning, cognitive, biological, psychodynamic and humanistic approach.</p> <p>Biopsychology The nervous system, hormones, neurotransmitters, brain structure, localisation of function and sleep.</p> <p>Research methods Experimental methods, research design, analysis and data collection and statistics. This topic makes up 50% of this paper and 28% of the overall grade</p>	<p>Issues and debates Gender & culture, reductionism v holism, free will v determinism, nature v nurture and ethics</p> <p>Relationships The evolution of attraction, factors affecting attraction, theories of relationships, virtual and parasocial relationships.</p> <p>Schizophrenia Symptoms of Schizophrenia, issues of diagnosis, psychological and biological explanations, therapies used to treat schizophrenia.</p> <p>Forensics Offender profiling, and explanations of offender behaviour, including Biological and Psychological. Finally, how such offending behaviour is dealt with.</p>



Spanish

A Level Examination Board AQA



Introduction

A-level Spanish offers the opportunity to expand your knowledge of the Spanish language and culture. It suits those who have enjoyed studying languages at GCSE level and who have an interest in deepening their knowledge of Spanish society, culture and civilisation and can combine well with many other subjects such as English, Law, Media, History and other Modern Foreign Languages or with subjects such as Science, Maths, and Technology to give breadth to study pathways. It develops all four linguistic skills and the ability to analyse and present clear arguments. It is a valuable choice for those thinking of degrees and careers in a variety of spheres; the modular nature of many university courses makes it possible to combine the study of Spanish with any number of Arts and Science degrees.

Entry requirements

We will normally require students to have taken Higher Tier papers in all four skill areas, and to have achieved a very high GCSE grade, grade 6 being an absolute minimum entry requirement, though most students have an 8 or 9 grade at GCSE.

You will need to have studied grammar extensively and have a sound knowledge of the grammatical structures of the language and a broad vocabulary. You must be able to manipulate the language and use it for the purpose of every day communication. An interest in current affairs is also a great asset.

Course outline

Year 1: Please see the Modern Languages handout for more information about the topics studied in Year 1. As part of the course you will also study a film.

Year 2: Please see the handout for the topics studied in Year 2. As part of the course you will also study a literary text.

The teaching is shared between two teachers. Students will need to undertake additional background reading and research to prepare for discussions in lessons and to write essays. Students also need to attend an extra 30 minute conversation lesson with the Spanish language assistant once a week.

Additional information

Students attending Taster Day may be given reading or research in preparation for the start of the course. The department may be able to help students undertake a visit to Spain during the course of their studies.

Assessment

The Advanced GCE in Spanish consists of three papers: two assessing listening, reading and writing and one assessing speaking. All the assessments are externally set and marked. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Sixth Form Dress Code

We expect our Sixth Form students to dress with pride, in a manner suitable for a formal business environment and as role models for younger students.

If you are not sure whether any potential clothing purchase conforms with this dress code, then please check with the Head of Sixth Form before you buy the item in question.

Compulsory:

ID Lanyard (provided by the school)

A smart suit - jacket and trousers/skirt of matching colour

Smart plain top, sleeved blouse or collared business shirt with tie

Practical smart shoes - flats or moderate heels

Also Permitted:

Smart jumper/cardigan under jacket

Stud or small hoop/drop earrings/small nose stud

Modest Makeup

Please note: Coats, caps, hats, hoods, scarves and sunglasses must not be worn indoors. Body piercing/tattoos must not be visible. If hair is dyed it must be of a natural colour. Dresses, polo shirts, casual shirts and boots are not permitted.



Appendix 2

Guide to making sensible A-level choices 2025

For additional information please visit:

<https://www.ucas.com>

A-level requirements for degrees

The information below is a general guideline.

You should always check university prospectuses to be completely sure.

Accountancy (also banking/finance/insurance)

Essential A-levels: None.

Useful A-levels: possibly Maths, Business Studies and Economics.

Note: High grades are normally more important than subject for a student who wants to gain an accountancy training contract.

Actuarial science/studies

Essential A-levels: Maths.

Useful A-levels: Further Maths, Business Studies, Economics.

Aeronautical engineering

Essential A-levels: Maths and Physics.

Useful A-levels: DT, Further Maths.

American studies

Essential A-levels: Requirements vary but English and/or History often asked for.

Useful A-levels: Politics.

Anthropology

Essential A-levels: None.

Useful A-levels: A small number of courses like a science AS level such as Biology and sometimes Sociology.

Archaeology

Essential A-levels: None.

Useful A-levels: Archaeology, History, Chemistry

Architecture

Essential A-levels: For a small number of degree courses: maths and/or physics and art (some state an arts/science mix).

Useful A-levels: Art, DT, Maths, Physics

Note: A portfolio of drawings and ideas can be asked for.

Art and design

Essential A-levels: Art or DT including AGCE/National (to give a student the portfolio to get on to an art foundation course, though sometimes AGCE/National art and design applicants go straight on to a degree). Note: most entrants on to art and design degrees will have done a one-year art foundation course after their A-levels.



Appendix 2

Biochemistry

Essential A-levels: Always Chemistry, and some degrees say the student must have Biology as well, while some say Chemistry plus one from Maths/Physics/Biology. Doing Chemistry, Biology and Maths or Physics will keep all biochemistry courses open to the student.

Biology

Essential A-levels: Human Biology/Biology and Chemistry.

Useful A-levels: Maths or Physics.

Building (building services engineering, building surveying, construction management)

Essential A-levels: For quite a few courses in this field maths and/or physics.

Business studies

Essential A-levels: None.

Useful A-levels: Possibly Maths, Economics, and Business Studies (AGCE, National and Diploma).

Note: Many business studies courses can be very pedantic about applicants having GCSE Maths and English language at a required grade.

Chemical engineering

Essential A-levels: Chemistry and Maths and sometimes Physics as well.

Chemistry

Essential A-levels: Chemistry and usually Maths or Physics. Some courses like Chemistry, Maths and Physics, while some like Chemistry, Maths and Biology.

Childhood studies and education (not teacher training)

Essential A-levels: None.

Useful A-levels: Sociology, Psychology.

Classical studies

Essential A-levels: For Classics courses Latin or Ancient Greek, while Classical Studies and Classical Civilisations consider most subjects.

Useful A-levels: Modern foreign language, English literature, History.

Note: There are some Classics courses which will allow you to start Latin and/or Classical Greek from scratch.

Computing

Essential A-levels: For some courses Maths and for a very small number of courses Further Maths is preferred.

Useful A-levels: Maths, Physics, Philosophy, ICT

Dentistry

Essential A-levels: Chemistry and Biology would be acceptable for most courses, but a few still like Chemistry, Biology and Maths or Physics.

Dietetics

Essential A-levels: Chemistry and Biology.

Drama

Essential A-levels: Some courses require English literature and for a few courses English and/or Theatre Studies.

Useful A-levels: English Literature, English Literature and Language, Theatre Studies.

Economics

Essential A-levels: Some courses require Maths. Useful A-levels: Maths, Economics.

Education (see teacher training)

Electrical/electronic engineering

Essential A-levels: Maths and Physics. Useful A-levels: DT, Further Maths, ICT

Engineering (general)

Essential A-levels: Maths and Physics.

Useful A-levels: Further Maths

English

Essential A-levels: English Literature or English Literature and Language.

Useful A-levels: History, Religious studies, a foreign language.

Note: Some very selective courses can sometimes have an issue with English literature and language A-level.

Environmental science/studies

Essential A-levels: Many courses will ask for two from Biology, Chemistry, Maths, Physics and Geography.

European studies

Essential A-levels: A modern foreign language.

Useful A-levels: a second modern foreign language, English Literature, History, Politics

French

Essential A-levels: French.

Useful A-levels: Another modern foreign language, English Literature, History, Politics.

Geography

Essential A-levels: Most degrees require Geography.

Useful A-levels: Some BSc degrees prefer one from Biology, Chemistry, Maths or Physics.

Geology/earth sciences

Essential A-levels: Usually two from Maths, Physics, Chemistry and Biology.

Useful A-levels: Geography, Geology.

German

Essential A-levels: German.

Useful A-levels: Another modern foreign language, English Literature, History, Politics.

History

Essential A-levels: Most degrees require History.

Useful A-levels: Economics, English Literature, Philosophy, Politics, Sociology, Theology/Religious Studies.

History of Art

Essential A-levels: None.

Useful A-levels: Art, English Literature, History, Theology/Religious studies, French, German, Spanish, Italian.

Italian

Essential A-levels: Italian or another language such as French, German or Spanish.

Useful A-levels: another modern foreign language, English Literature, History, Politics.

Law

Essential A-levels: None

Useful A-levels: Critical Thinking (this will help with the Law National Admissions Test).

Note: There really are no essential A-levels for law. Maybe one choice should involve essay or report writing. History gives the students good relevant skills for Law. Really do try to encourage students to choose subjects that offer them the best chance of getting high grades.

Management studies

Essential A-levels: None but very occasionally Maths (LSE want Maths).

Useful A-levels: Possibly Maths, Economics, Business Studies.

Materials science (including biomedical materials science)

Essential A-levels: Normally two from Chemistry, Maths, Physics and Biology.



Appendix 2

Mathematics

Essential A-levels: Maths and sometimes Further Maths.
Useful A-levels: Physics.

Mechanical engineering

Essential A-levels: Maths and Physics.
Useful A-levels: DT, Further Maths.

Media studies (including communication studies)

Essential A-levels: A few courses ask for English or Media Studies
Useful A-levels: English, Media Studies, Sociology, Psychology.
Note: A large proportion of people who work in the media industries have degrees in a wide range of other subjects.

Medicine

Essential A-levels: If students choose Chemistry, Biology and one from Maths or Physics they will keep all the medical schools open to them. If they do Chemistry and Biology they will keep open the vast majority. If they choose Chemistry and one from Biology, Maths and Physics they will limit their range of choices much more.
Useful A-levels: Critical thinking (will help with Section 3 of the Bio-Medical Admissions Test). Students must think about what they have to do and what other subjects they can get the highest grades in.

Music

Essential A-levels: For most traditional courses, Music and grade VII/VIII.

Nursing and midwifery

Essential A-levels: Some courses ask for Biology or another science.
Useful A-levels: Biology, Sociology, Psychology, Chemistry.

Occupational therapy

Essential A-levels: Some courses ask for Biology, some will also consider Psychology, Physical Education, Sociology or another science.

Optometry (ophthalmic optics)

Essential A-levels: Two from Biology, Chemistry, Maths or Physics (some courses prefer Biology as one of the choices).

Pharmacy

Essential A-levels: Chemistry and two from Biology, Maths and Physics keep the vast majority of courses open to students. Some courses prefer Chemistry, Biology and Maths. Doing Chemistry and Biology keeps most courses open.

Philosophy

Essential A-levels: None.
Useful A-levels: Maths, Classical Civilisations, Philosophy, Religious Education/Theology.

Physics

Essential A-levels: Maths and Physics.
Useful A-levels: Further Maths, Chemistry.

Physiotherapy

Essential A-levels: Most courses will consider a student with just Biology, however some ask for a second science from Chemistry, Maths or Physics.

Politics

Essential A-levels: None.
Useful A-levels: Politics, History, Philosophy, Law.

Psychology

Essential A-levels: A few courses ask for one from Biology, Chemistry, Maths or Physics while some require Biology. Universities do not require any previous study of psychology however.
Useful A-levels: Biology, Maths, Psychology, Sociology.

Religious studies/Theology

Essential A-levels: None.
Useful A-levels: Religious studies/Theology, Philosophy, English Literature, History.

Sociology

Essential A-levels: None.
Useful A-levels: Sociology, Psychology, Geography and Media Studies.

Spanish

Essential A-levels: Spanish (some degrees will also consider French, German or Italian.)
Useful A-levels: Another modern foreign language, English, History, Politics.

Speech therapy

Essential A-levels: Some degrees want a science such as Biology, Chemistry or Physics.
Some specify Biology, but some degrees will consider candidates with none of those.
Useful A-levels: A modern foreign language (i.e. French, German, Spanish, Italian), English Language (and Literature).

Sports science/physical education

Essential A-levels: Quite a few courses want to see one from Biology, Chemistry, Maths or Physics. Some courses will treat PE as a science equivalent: check.
Useful A-levels: Business studies, Physical Education, Psychology.

Surveying

Essential A-levels: None.
Useful A-levels: For some types of surveying, such as building surveying, Maths and Physics could be helpful. For estate management (general practice surveying) most A-level combinations will be considered.

Teacher training (primary and/or secondary)

Essential A-levels: At least one from Art, Biology, Chemistry, Design and Technology, Drama (Theatre Studies), English, French, Geography, German, History, ICT, Italian, Maths, Music, Physics, Physical Education, Religious Studies (Theology), Spanish.
Note: Do not forget to check if some primary teaching courses have GCSE requirements.
(Subjects best for primary teaching are in bold)

Veterinary science

Essential A-levels: Students should do Chemistry and Biology and one from Maths/Physics so that they can apply to all seven courses.

School transport

For all information relating to school transport please visit

<https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-transport>

The page contains the Council's School Transport policy, details of the current charges for post 16 transport and enables you to check your local bus stops. This includes all information regarding boarding and alighting points. All enquiries should go through the website.

There are a number of public bus services to Buckingham. Further information can be found online, including at the following websites

<https://www.buckinghamshire.gov.uk/parking-roads-and-transport/buses-and-trains>

<https://www.milton-keynes.gov.uk/highways/bus-rail-and-taxis>

<http://www.traveline.info/>

<https://www.arrivabus.co.uk/beds-and-bucks>

<http://www.redlinebuses.com/timetables>

Car Parking

The school discourages students from driving to school due to limited parking in the area. Unfortunately there is no provision for students to park on the school site. Any student who does drive to and from Buckingham must give their registration to the Key Stage Five office in case they need to be contacted urgently. Students are expected to park in accordance with the Highway Code and in a manner which causes minimum disruption to our immediate neighbours. The school cannot accept responsibility for students driving during the school day

Car Sharing

We encourage parents to car share when public transport options are not available. This is in order to reduce traffic congestion along Chandos Road and to protect the environment. Please contact the Key Stage Five Office so that we can help to facilitate this scheme.

Assessment

Cycling to School

Students are welcome to padlock their bikes at school at their own risk. Students are expected to wear a cycle helmet and reflective clothing on their way to and from school.

Contact us

For further information

The Royal Latin School

Chandos Road

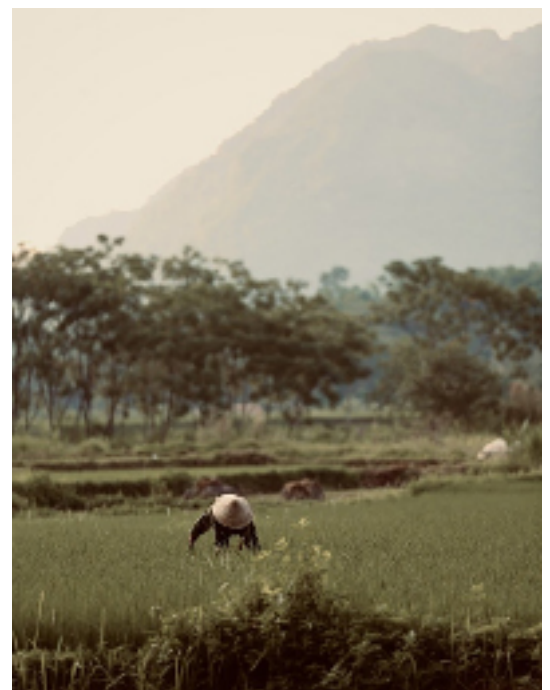
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Vietnam & Cambodia Outlook Expedition