



REPTON

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SIXTH FORM  
CURRICULUM  
BOOKLET



# A LEVELS *at* REPTON

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## INTRODUCTION

Sixth Form is the first opportunity during your education when you have complete freedom to choose subjects that you are passionate about and want to specialise in.

This Sixth Form curriculum booklet sets out the courses that we offer at Repton. There are descriptions of each subject, what they contain, how they are assessed and where they may lead. There is advice on how to construct an academic programme, taking into account your skills and abilities as well as your aspirations for higher education and life beyond Repton.

This booklet is here as a jumping-off point for a more in-depth discussion with Repton's academic specialists, Heads of Department as well as your Tutors and Housemaster or Housemistress to ensure you make choices that will support your ambitions.

I wish you the very best as you embark on Sixth Form studies here at Repton. You can be certain that you be guided by passionate teachers who are experts in their field with access to university-standard facilities. Your teachers and tutors will ensure you get the most out of your two-year courses and we ask that you give of your best, challenge yourself and aim high in order to make the most of your final school years.



Mr Ashley Currie  
Deputy Head (Academic)

*The curriculum is revised regularly; changes are therefore likely from time to time.*

# THE SIXTH FORM CURRICULUM *at* REPTON

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We expect most pupils at Repton to study three A Level subjects during their two years in the Sixth Form, and this will allow pupils to focus appropriately on the requirements for higher education. An exception is made for those pupils who wish to study Further Mathematics: they will study two additional A Level subjects in addition to Mathematics and Further Mathematics. Pupils who wish to take four A Level subjects (not including Further Mathematics) may apply to do so to the Deputy Head (Academic): such pupils will need to demonstrate a high level of academic ability and commitment to take four subjects over a two-year period, and the choice of the fourth subject may be limited.

Although we understand that pupils may wish to change an A Level subject in the first few weeks of term, we do not expect changes to be made once the courses are well underway. It is possible that changes may have to be made to pupils' timetables in the light of changes by others, in order for instance to balance set sizes appropriately or in response to small set sizes.

## SUBJECTS

Art	French	Physics
Biology	Geography	Politics
Business	German	Psychology
Business (CTec)	History	Religious Studies
Chemistry	Latin	Spanish
Classical Civilisation	Mathematics	Sport (BTec)
Design Technology	Further Mathematics	Textiles
Drama	Music	
Economics	Photography	
English Literature	Physical Education	

*Important note: We will do our utmost to satisfy the desired combination of courses chosen by each individual pupil. However, we are not able to guarantee that every combination can be made available. Moreover, we may not offer a course if the number of pupils opting to take that subject is low.*

# THE CHOICE *of* SUBJECTS

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Choosing A Levels is not easy. In trying to decide which A Levels to do, it is advisable to consider three important questions:

1. Which subjects do I like?
2. Do I possess the necessary skills and abilities to do these subjects?
3. Which subjects do I need for entry to my intended Higher Education course?

## WHICH SUBJECTS DO I LIKE?

At A Level each subject is studied to a greater depth than at GCSE. The course currently consists of six periods per week in both the Lower and Upper Sixth and requires considerable private study time. Pupils need commitment if they are to make a success of it and this is more likely to be forthcoming if they enjoy the subject.

The GCSE course will provide some insight into whether you have enjoyed the subject enough to study it at A Level. However, we would also recommend that you talk to Sixth Formers who are currently or have recently studied a subject you are interested in to gain a greater understanding of the demands of the A Level course. Ask to look at their notebooks and files of work and at their textbooks. Seek the opinions of several people before making judgments about a particular course.

There is no such thing as a 'useless' A Level. If you are passionate about a subject achieving a good grade will increase the number of UCAS points you receive which may help you to gain access to the university and / or course of your choice.

## DO I POSSESS THE NECESSARY SKILLS AND ABILITIES?

In order to undertake A Levels you will need to be hard working, ambitious and organised. To succeed you will need to possess a curiosity for the subjects that enables you to work independently and extend yourself beyond the demands of classroom learning.

A Level courses are very different from GCSE courses. The specification material is more substantial and conceptually more demanding. Examination questions are more searching and require longer, more carefully reasoned answers. We would recommend that you focus on subjects that you gained at least a grade 6 in at GCSE (but in some more demanding courses, such as Mathematics we would recommend a grade 7, 8 or 9).

Most medical schools will reject a UCAS application if a pupil does not have at least six GCSE 8 or 9 grades (or equivalent) on the application form. In the first instance you can liaise with Mr Swanston for advice.

A list of departmental recommendations for the study of each subject at A Level is set out in the Appendix but we recommend that you have an honest conversation with your current teacher in any subject you are considering taking for A Level to establish your suitability for the course.

Your Houseparent and Tutor will also be well placed to offer valuable advice; they will have an overall picture of your strengths and weaknesses and will have a reasonably clear idea of how you are likely to adapt to the particular demands of the subjects on offer.

## WHICH SUBJECTS DO I NEED?

If you have a clear idea of which course you intend to follow in Higher Education, you should consult your Tutor or our Head of Higher Education and Careers to establish which A Levels will be needed as entrance requirements. It is advisable to consider the choice of A Level subjects in combination with each other, looking towards enhancing any future academic profile; some subjects work better in combination than others.

If you are unclear about your intended higher education course, you should choose a combination of subjects you enjoy and in which you are likely to do well. It is often helpful if subjects chosen are ones that develop a particular skill set or complement each other, for example: Mathematics and Physics.

University entry requirements are often flexible, but there are some courses for which the choice of A Levels is critical. Examples of such courses, together with the A Levels required, include:

- **Veterinary Medicine and Medicine:** Biology and Chemistry to A Level; a few medical schools require Biology and Chemistry, plus either Mathematics or Physics, at A Level.
- **Physiotherapy:** Biology
- **Biological Sciences:** Biology, and preferably Chemistry
- **Engineering:** Mathematics, and preferably Physics
- **Physics:** Physics and Mathematics
- **Chemistry:** Chemistry and Mathematics
- **Economics:** Economics and Mathematics
- **Architecture:** Design/Art and Mathematics/Physics

Although most university departments will make offers that are conditional on specified grades in three A Level subjects, a small minority of departments may discourage applications that include both Economics and Business A Levels. Details are available from the Heads of Department for Economics and Business.

If you opt for both Mathematics and Further Mathematics at A Level, you may need to include two other subjects to satisfy the entrance requirements for some university departments.

The Russell Group, a group of universities which aims to protect and promote excellence in Higher Education in the UK, communicates information regarding 'Informed Choices' which advises pupils on the best subject combinations for a wide range of university courses: [www.informedchoices.ac.uk/](http://www.informedchoices.ac.uk/)

## ENGLISH AS A SECOND LANGUAGE

If English is not your first language, UK universities will require you to present evidence of proficiency in English as a condition of any offer of a place.

If you require a pupil visa (SSV) to study at university, their proficiency in English must also satisfy the requirements of the UK Border Agency; irrespective of whether or not you have a GCSE or IGCSE pass in English we recommend that you gain an IELTS pass with a minimum score of 5.5 in all 4 skills. A number of universities, particularly those in the Russell Group will require a higher average IELTS score and indicate a minimum achievement in each area of the test.

You may choose to sit an A Level in your first language in order to gain a further qualification. Please liaise with Mr Swanston for further advice.

## EXAMINATION BOARDS

Under each subject title you will find details of which examination board the subject sits under. A full explanation of the courses and the assessment and marking criteria can be found on each examination board's website:

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.qualifications.pearson.com](http://www.qualifications.pearson.com)





# ART

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## THE SUBJECT

OCR Art and Design (Fine Art)	H601
OCR Art and Design (Photography)	H603
OCR Art and Design (Textiles)	H604

The suite of visual art subjects available at Repton are all specialisms of Fine Art. A pupil interested in the subject endorsements of Fine Art, Textiles and Photography, and the exciting creative fields within them of painting, sculpture, print, performance, installation, contextual studies, art history, film, digital art, illustration, photography, textiles and fashion should choose either, or both, Fine Art or Textiles.

1. Fine Art, which in Michaelmas of Lower Sixth form follows a Fine Art Foundation pathway and encompasses those initially interested in specializing in Photography.
2. Textiles, which also follows a similar Fine Art Foundation pathway in Michaelmas Lower Sixth and is taught separately in the Textiles department.

### The Michaelmas 'Creative Process' course

The first term of A Level for visual art courses is a general Fine Art Foundation course which will introduce pupils to all the above media, as well as teaching the essential core skill of 'Creative Process' essential for all three later specialisms. This course forms the first coursework unit.

### Specialising for an endorsed visual art subject

At the beginning of the Lent Term of the Lower Sixth year visual arts pupils will choose their specialism, which will become their endorsed subject at A Level. This will be discussed with Tutors and, depending on preference, ability and future ambitions, each pupil will then decide to complete an A Level nominally in 'Fine Art', 'Textiles' or 'Photography'.

### Studying Art at A Level enables pupils to develop:

- Intellectual, imaginative, creative, and intuitive capabilities;
- Investigative, analytical, experimental, practical, technical, expressive skills, aesthetic understanding and critical judgement;
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes;
- The experience of working with a broad range of media; and
- An understanding of the interrelationship between practice and the context in which it is made traditional and contemporary art.

The Art department offers a unique opportunity for the study of Art and the applied arts of Photography and Textiles at A Level. The department has two large painting studios, pottery, computer suite, darkroom, sculpture studio, and a textiles workshop.

The A Level programme is devised by the Director of Art and implemented by a team of three teachers, two of whom are Repton's Artists in Residence. Each pupil will also be assigned to a member of the art staff as their personal art Tutor and will guide their programme of studio practice and related study essay writing.

Although desirable, GCSE Art is not a pre-requisite for taking Fine Art at A Level and a number of pupils study the subject for the first time in the Lower Sixth. Art can be taken in combination with any other A Level subject and pupils use it either as an aid to their university entrance or for admission to university Art and Applied Art courses.

Britain has the best system of art education in the western world and graduates from Fine Art and Applied Arts courses have excellent employment opportunities in specialist areas such as Animation, Architecture, Three-Dimensional Design, Interior Design, Print Making, Theatre, Illustration, Graphics, Fashion, Ceramics, Textiles, Industrial and Product Design, Film and Photography. To help pupils who wish to follow higher education Art course, the staff in the department help pupils to assemble a strong portfolio and to prepare for their interview, and the department will often invite university lecturers to undertake portfolio review Tutorial.

## THE COURSE

Each year starts with a 'Creative Process' visual art Foundation course which lasts for the first Michaelmas Term. The purpose of the course is to give a fresh insight into the breadth and compass media and investigative art process, how it underpins the pupil's practice, to learn new skills and techniques and to give impetus to the pupil's A Level personal investigation.

## THE PERSONAL INVESTIGATION

Unit One: 60%. The Personal Investigation, which is devised by the pupil in collaboration with the teachers, has two integrated elements: a portfolio of practical work which is entirely based on the studio course and a supporting related study. The portfolio of practical work will consist of a sustained project, developed through the use of documentary sketchbooks and practical experimental studies resulting in an outcome of unrestricted scale, timeframe and medium. The Personal Investigation also includes a 'related study'. This is separate and clearly identifiable from the contextual research embedded in the practical portfolio and can be undertaken in the form of a written essay, digital presentation/blog, illustrated study sheets or written report.

## THE SET TASK

Unit Two: 40%. The terminal controlled test set by the examination board is of an unrestricted nature and starts with the distribution of the question papers on the 1 February. It is followed by the research and preparation period and concludes with a fifteen hour exam undertaken over two weeks in May.

A course of life drawing is undertaken in the Upper Sixth year. This is an on-going training in drawing skills for the artists and the body of work often forms a substantial and highly regarded part of the pupil's portfolio submission at A Level and for their applications to Fine Art, applied arts and Architectural courses.

During the two-year A Level course, the pupils will have the opportunity to meet and have Tutorial with visiting professional artists and university lecturers. Museums and galleries in England are visited regularly by Sixth Form artists.

## ENRICHMENT

The Art Department is open for extracurricular working seven days a week.

ROYGBIV (red, orange, yellow, green, blue, indigo, violet) is the name of the Art Society which has an exciting programme of activities during the year. Amongst other events, it hosts the annual David Wilkinson Memorial Lecture, exhibition openings in the Art School and the two school galleries – New Court Gallery and Gallery No.1 – and the biannual Fashion Show.

## PREPARATION

Recommended reading for all aspiring artists is Tony Godfrey's Conceptual Art and Matthew Collings' This is Modern Art. Art Magazines and journals provide an ideal snapshot of the variety and zeitgeist of contemporary art as well as representing appropriate art terminology. It is also suggested that pupils should take any opportunity to visit galleries and museums when travelling in this country and abroad.

# BIOLOGY

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## THE SUBJECT

AQA Biology 7402

The aims of the A Level Biology course are to encourage pupils to:

- Develop an interest in and enthusiasm for Biology, including an interest in further study and careers in Biology
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of both the economy and society
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how scientists work.

Whilst challenging, the study of Biology is both thought-provoking and wide-ranging. Biology is at the forefront of many of the most exciting, innovative and controversial issues that concern us all and is rarely out of the headlines. Stories concerning genetic engineering, human health, stem cell research, environmental concerns, viruses, MRSA, cancer research and forensic science continue to make Biology one of the most debated and interesting fields in Science. Through the acquisition of knowledge and understanding, the study of Biology will enable pupils to make informed comments and decisions on these and many other aspects of Biology. In addition, pupils have the opportunity to develop their in-depth knowledge of the subject, alongside their practical and communication skills, thus further equipping them to pursue their studies in Biology (or a related course) at university.

Biology is, of course, strongly recommended for pupils considering medical, veterinary or related careers. Very many medical schools insist on Biology as an entrance requirement. Biology is also useful for Law, the social and natural sciences and of course the biological sciences.

Vocationally, the study of Biology in combination with other A Levels can provide a gateway to a range of careers and higher education courses including medicine, veterinary sciences, dentistry, natural sciences, physiotherapy, optometry, biological and biomedical sciences (biochemistry, pharmacology, physiology, microbiology, and forensic sciences), genetics, biotechnology, environmental sciences, food sciences, sport sciences, ecology and marine biology.

To study Biology at A Level, pupils should have attained a minimum of Grade 7 (equivalent to an A grade) in GCSE Biology, Chemistry and Maths, or a minimum of Grades 8, 8 or better in Combined Science together with a Grade 7 in Maths. Pupils with these typical grades at GCSE usually do well, however, with anything less pupils often struggle right from the start, and often find it difficult to keep up. Biology requires real commitment and effort from the outset; it is estimated that there are at least 20 times as many facts to learn compared to GCSE.

The other subjects pupils opt to study are also important. Pupils choosing more than one science subject (Biology plus Physics, Chemistry or Mathematics) at A Level can do well. Those opting to attempt Biology unsupported by any other scientific discipline should be aware that their task is likely to be more difficult and challenging.

## THE COURSE

The qualification is linear which means that pupils will sit all the A Level exams at the end of their two-year A Level course. There is no longer any coursework for A Level Sciences, and whilst practical work is carried out throughout the course it will not be assessed separately in a practical examination or as coursework. Instead, there will be questions based on scientific investigation and practical skills embedded within the final written exams.

There are eight major themes, or topics, within the course:

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms
- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

Assessment of the course is by three written papers at the end of the Upper Sixth.

### Paper One

Any content from topics one–four, including relevant practical skills. It is a written examination of two hours and worth 35% of the A Level. Of the 91 marks, 76 marks are for a mixture of short and long answer questions and 15 marks for extended response questions.

### Paper Two

Any content from topics five–eight, including relevant practical skills. It is a written examination of two hours and worth 35% of the A Level. Of the 91 marks, 76 marks are for a mixture of short and long answer questions and 15 marks for a comprehension question.

## Paper Three

Any content from topics one to eight, including relevant practical skills. It is a written examination of two hours and worth 30% of the A Level. Of the 78 marks, 38 marks are for structured questions, including practical techniques, 15 marks are for critical analysis of given experimental data and 25 marks are for one essay from a choice of two titles.

As part of the course, pupils are required to undertake a period of work in the field. This involves collecting data from various ecosystems such as a freshwater stream, a rocky shore, ancient woodland or a sand dune area. Clearly, several of these ecosystems are not to be found in Repton, and so pupils study ecology on a field trip for four or five days each year.

The field trip currently takes place at the end of the Lower Sixth year in June. The field trip is used to cover several A Level topics and to teach the necessary skills and theory required by AQA. The cost of the trip will be between £300 and £350 per pupil and includes travel, tuition, full-board accommodation and use of facilities, and is subsidised by the Biology department.

## ENRICHMENT

The Biology department is housed in the Science Priory with state-of-the-art laboratories, lecture theatres and seminar rooms.

There are flourishing co-curricular programmes in the sciences, including both a Gurney Society, where pupils have the opportunity to explore science beyond the examined curriculum and a very popular medical society.

## PREPARATION

Reading Biological Sciences Review (there are copies in the Kan Library) will provide a good introduction into the breadth and depth of knowledge required at A Level. An enjoyment of Science, through reading magazines and journals such as New Scientist and Scientific American is also encouraged. The following book will be used for the A Level course: A Level Biology for AQA Pupil Book; Authors: Glenn Toole, Susan Toole; Publisher: Oxford University Press; ISBN-13: 978-0-19-835177-1.



# BUSINESS

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## THE SUBJECT

AQA Business 7132

*The Business department offers two distinct pathways in the Sixth Form – A Level Business and the Level Three Cambridge Technical Foundation Diploma in Business (CTEC).*

The Business A Level course attempts to answer the broad questions about business strategy whilst also looking at specific ways to make the most effective use of a business's resources. As an academic subject, it draws on several disciplines, including management, economics, psychology and accounting. Several theoretical models are used to explain business behaviour, but these are always firmly rooted in the real world, and pupils who have a good understanding of current business news are more likely to succeed. Pupils should find the topics, ideas and applications relevant to their lives and, crucially, of real benefit to their future career, whatever that might be. Although this course builds on the topics covered in GCSE Business, many pupils successfully take A Level Business from scratch in Sixth Form.

The linear A Level Business course has toughened in terms of content, and it should be a valuable springboard into a business-based degree such as Management or Accounting at university, or as preparation for a degree-level apprenticeship in Accountancy.

The course is examined by a combination of multiple choice, data response, case study and essay questions. An ability to write longer, essay-style answers are therefore, important to achieve higher grades. The mathematical element of the course has been strengthened with more marks allocated to quantitative techniques, so confidence with calculations and an ability to draw conclusions from numerical data are skills that a successful candidate will possess.



## THE COURSE

The course contains ten specific sections:

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

The course is assessed by three papers, all of which are taken at the end of year two. Each paper lasts for two hours.

### Paper One

Business One (worth 33.3% of the A Level). This paper is divided into three compulsory sections:

Section A – 15 multiple choice questions (15 marks)

Section B – Short answer questions (35 marks)

Section C – Two essay questions (50 marks)

### Paper Two

Business Two (worth 33.3% of the A Level). The paper contains three data response questions of approximately 33 marks each. Each data response question is made up of three or four smaller part questions.

### Paper Three

Business Three (worth 33.3% of the A Level). The paper is made up of one longer case study with approximately six questions based on the case study.

## PREPARATION

Prospective pupils should be reading a quality newspaper with a specific business news section, to build their awareness of current affairs. The current A Level textbook would make excellent pre-reading or, for those pupils who are starting the subject from scratch at A Level, a GCSE textbook or revision book will give an easier introduction to many of the topics covered in Lower Sixth. Those wanting to stretch themselves a little beyond the basics could read some of the excellent business books available, such as:

- Delivering Happiness: A path to profits, passion and purpose (Tony Hsieh)
- Multipliers: How the best leaders make everyone smarter (Liz Wiseman with Greg McKeown)
- Pour your heart into it: How Starbucks built a company one cup at a time (Howard Schultz)
- Grinding it out: The making of McDonalds (Ray Kroc)
- The Everything Store: Jeff Bezos and the Age of Amazon (Brad Stone)
- Shoe Dog: a memoir by the creator of NIKE (Phil Knight)

## LEVEL 3 CAMBRIDGE TECHNICAL FOUNDATION DIPLOMA IN BUSINESS (CTEC)

The CTEC is an Applied General qualification, which means that it is firmly rooted in the vocational aspects of Business rather than the purely academic. Wherever possible, practical experience of real businesses form the backbone of the course. It is therefore a good preparation for direct entry into the world of work or an apprenticeship but is also recognised for university entrance in combination with A Levels or BTEC qualifications. The Foundation Diploma is worth 1.5 A Levels in terms of both teaching time and grades, and this is recognised in the UCAS points attached to the qualification. Pupils are graded Pass, Merit, Distinction, or Distinction\* - a final outcome of D\*D\* is worth 84 UCAS points.

The course is structured around eight mandatory units, which are:

- The Business Environment
- Working in Business
- Business Decisions
- Customers and Communication
- Accounting Concepts
- Principles of Project Management
- Responsible Business Practices
- Business Events

Three of these units are assessed externally through exams, whilst the rest are assessed internally through coursework projects based on specific businesses. The assignment projects will have set tasks, but pupils can usually decide how best to present their own work, whether written reports, verbal presentations or practical demonstrations, particularly in hands-on topics such as customer service and bookkeeping. Pupils have to pass all eight units to complete the qualification but are permitted to resit exams and to resubmit coursework assignments if necessary. This on-going assessment makes this course very different to the A Level (where all exams are taken at the end of Upper Sixth) and pupils should be prepared for assignment deadlines throughout the course.

## EXAMINATION BOARD

Pupils will follow the OCR Level Three Cambridge Technical Foundation Diploma in Business (2016 specification).

## PREPARATION

There is no requirement to have taken Business at GCSE, although pupils who have done so will have some familiarity with some of the material covered.

The best preparation for this course is experience of businesses: a part-time or summer job will give valuable insight into everyday business practices, as will work experience or even setting up your own small business! Some of the books recommended in the A Level Business section could be an interesting general introduction, along with the many documentaries available on iPlayer, Channel Four and Netflix.



# CHEMISTRY

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## THE SUBJECT

OCR Chemistry H4321

Chemistry is the study of the material world. It underpins every aspect of our lives, from the pharmaceuticals we use to heal, to the plastics that surround us.

The aims of the A Level Chemistry course are to encourage and enable pupils to develop their interest and enthusiasm for Chemistry, including developing an interest in further study and careers associated with the subject. This will include:

- An understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- A deep appreciation of the skills, knowledge and understanding of the different areas of Chemistry and how they relate to one another;
- A competence and confidence in a variety of practical, mathematical and problem-solving skills.

Chemistry is often referred to as the central Science due to its links via Organic Chemistry to the Biological world (making it a pre-requisite for any medical based career) but it is primarily a Physical Science. A chemistry qualification could open doors to all sorts of jobs that you may have never even imagined! The food we eat, the clothes we wear and the technology we use all depend on chemistry. Chemists develop new medicines, safeguard our food supply and monitor and protect our environment.

It is a challenging subject requiring a whole suite of skills, the primary one being a strong mathematical confidence: it is therefore essential that pupils wishing to study Chemistry at A Level have at least a 7 grade in GCSE Mathematics as well as in GCSE Chemistry, or 8-8 in Combined Science.

The other subjects pupils opt to study are also important. Pupils choosing more than one science subject (Biology plus Physics, Chemistry or Mathematics) at A Level can do well. Those opting to attempt Chemistry unsupported by any other scientific discipline should be aware that their task is likely to be more difficult and challenging.

## THE COURSE

The qualification is linear which means that pupils will sit all the A Level exams at the end of their two-year A Level course. There is no longer any coursework for A Level Sciences, and whilst practical work is carried out throughout the course it will not be assessed separately in a practical examination or as coursework. Instead, there will be questions based on scientific investigation and practical skills embedded within the final written exams.

The Topics included in the course are:

- Atomic Structure and the Periodic Table
- Bonding and Structure
- Redox
- Inorganic Chemistry and the Periodic Table
- Formulae, Equations and Amounts of Substance
- Energetics
- Equilibrium
- Acid-base Equilibria
- Transition Metals
- Organic Chemistry
- Modern Analytical Techniques
- Kinetics

Assessment for the course is by three written papers at the end of the Upper Sixth.

Paper One: Periodic Table and Physical Chemistry: 37% 100 marks (2 hours, 15 min marks)

Paper Two: Organic Synthesis and Analytical Chemistry: 37% 100 marks (2 hours, 15 minutes)

Paper Three: Unified Chemistry: 26% 70 marks (90 minutes)

All three papers may include multiple-choice, short open, open-response, calculations and extended writing questions. The papers will include questions that target mathematics at Level Two or above. Overall, a minimum of 20% of the marks across the three papers will be awarded for mathematics at Level Two or above.

## ENRICHMENT

The faculty has a thriving extra-curricular programme and every year we enter pupils into the Chemistry Olympiad as well as attending lectures and activities at a variety of universities.

## PREPARATION

Pupils interested in studying A Level should read 'Chemistry Review' or go online to look at the resources provided by the Royal Society for Chemistry and join ChemNet.

# CLASSICAL CIVILISATION

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## THE SUBJECT

OCR Classical Civilisation H408

Classical Civilisation is one of the broadest of all Sixth Form subjects, encompassing history, literature, comedy, philosophy, archaeology, architecture, drama, art and many additional disciplines. The subject at A Level encourages pupils to consider wide-ranging questions about society, culture and humanity itself while providing pupils with specific classical knowledge and an in-depth appreciation of two of the most fascinating civilisations in history. The subject at Repton offers many exciting opportunities for visits to museums, lecture days and theatre shows.

Classical Civilisation is an academically demanding but vastly rewarding subject and can be chosen by pupils regardless of whether they have previously studied it at GCSE. It teaches important skills such as the ability to analyse sources critically and allows the development of a valuable sensitivity towards and an understanding of cultures that are very different from our own. It is therefore an extremely valuable subject for anyone considering a degree in the humanities and it is a natural complement for other A Level choices such as History, English Literature and Religious Studies. Many Reptonians who have taken Classical Civilisation in the Sixth Form have been inspired to go on to study classical subjects at university, either as a straight discipline, or in conjunction with another subject, and those not heading for a classical degree still find it an extremely useful A Level choice due to the transferable skills that are integral to the subject.

## THE COURSE

The course is divided into three modules, with three examinations at the end of the Upper Sixth:

**The world of the hero** Homer's *Odyssey* and Virgil's *Aeneid*. This component is solely focused on the study of literature in translation.

Examination: 2 hours 20 minutes - 40% of total

**Culture and the arts** This module is based on either Greek Theatre, Imperial Image, Invention of the Barbarian or Greek Art.

Examination: 1 hour 45 minutes – 30% of total

**Beliefs and Ideas** This module is based on either Greek Religion, Love and Relationships, Politics of the Late Republic or Democracy and the Athenians.

Examination: 1 hour 45 minutes - 30% of total

## ENRICHMENT

The department is based at the heart of the school and the Classical Society meets regularly for lectures, quizzes, murder-mystery evenings, classical speed-dating and debates. Pupils attend lecture days in London, Birmingham and Manchester and there are frequent theatre trips.

## PREPARATION

Anyone considering Classical Civilisation would do well to read any of the following books to get a flavour of the course:

- Classics, A Very Short Introduction (Mary Beard)
- Life in Ancient Rome (F.R. Cowell)
- Homer: Odyssey
- Life and Death in Pompeii and Herculaneum (Paul Roberts)



# DESIGN TECHNOLOGY: PRODUCT DESIGN

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## THE SUBJECT

AQA Design and Technology 7552

Design Technology offers an opportunity to develop greater understanding of the effect of technology and design on the world in which we live. Design affects everything we do and the new specifications promote a rigorous, exciting and relevant qualification.

The need to solve problems, express ideas verbally and visually through high quality prototypes, offers an approach to schoolwork which is virtually unique to Design and Technology. Academically demanding, the subject requires an organised, passionate and creative approach to work. The skills and knowledge gained in the department complement many other subjects. Pupils who have followed Design and Technology move onto a wide range of university courses, including Architecture, Product Design, Industrial Design, Engineering or Business-related degrees.

## THE COURSE

The course has a modern industrial design and manufacturing emphasis. It considers the design of products, materials, methods of manufacturing, graphical presentation techniques and commercial processes through a broad range of material disciplines. A flexible iterative approach is the key element of the course, with importance placed on:

- problem solving
- considering user needs
- designing and redesigning prototypes

This ultimately leads to developing plausible solutions. Innovation and creativity can be expressed by utilising the design and manufacturing facilities in the department whilst also making appropriate use of the department's own ICT and CAD/CAM resources.

Although a minimum of grade 6 at GCSE in Design and Technology and in Mathematics is advantageous, pupils who have not followed the subject at GCSE are welcome, providing they can demonstrate graphical ability and willingness to be totally committed towards this challenging course.



A Level Design and Technology is structured in two parts:

Non-Examined Assessment (NEA) - 50% of A Level

End of course examinations - 50% of A Level

15% of the exam assesses mathematical skills through contextual questions.

### The NEA (50%)

The Non-Examined Assessment replaces the previous coursework module but follows many of the same principles. At A Level, pupils are encouraged to investigate and decide on their own project by identifying a relevant need for a new product. A substantial design and make project consisting of a design portfolio documenting and exploring the design process, and a 3D final prototype is the method of assessment.

## THE EXAMINATION

### Paper 1 Technical Principles (120 marks / 30%)

2.5 hour written examination with a mix of short, multiple choice and extended answer questions.

### Paper 2 Designing and Making Principles (80 marks / 20%)

1.5 hour written exam:

Section A: Product Analysis

Section B: Commercial Manufacturer

## ENRICHMENT

Workshop space is available for projects at least two afternoons each week and Saturday and Sunday afternoons. Visits to London, talks, lectures and industrial or design facilities are held throughout the year.

## PREPARATION

Prospective pupils are encouraged to develop freehand sketching skills and the ability to analyse a product by questioning its aesthetics, function, usability, materials and manufacture. It would be sensible to visit the school library and borrow one of the many design related resources. The @ReptonDesign Twitter and Instagram accounts are excellent ways of starting to read around the subject, whilst an A Level Course leaflet is available from the department.

# DRAMA *and* THEATRE

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## THE SUBJECT

The Drama and Theatre studies course provides an exciting opportunity for all of you who are passionate about theatre and about acting. It is a vibrant, high-energy subject that will challenge your perceptions on Theatre and Performance. The course is designed to stretch not only your acting ability but also develop an in-depth theoretical understanding and appreciation of theatre. During the two-year course, you will take part in three assessed performances, you will practically explore an additional two plays; and participate in trips to see live theatre productions. To be successful in A Level Drama and Theatre, you do not have had to study GCSE Drama.

## THE COURSE

A Level Drama and Theatre is divided into three components:

- Component One - Devising
- Component Two - Text in Performance
- Component Three - Theatre Makers in Practice

In the practical components pupils have the option to specialise as either a performer, designer, or a combination of both. As a designer, you have the choice of specialism between one of the following: set, costume, lighting and sound design.

### **Component One. Devising (40% of the qualification)**

This component requires the creation of a unique and original piece of theatre which culminates in a final practical performance in front of an audience. You will be assessed on your ability to create, direct, produce and evaluate the working processes throughout the creation of your work, as well as a reflection on your own acting/design skills realised in the final performance.

There are two parts to the assessment:

1. A written portfolio – a record of the key milestones of the devising process, plus an evaluation of the final performance piece.
2. The devised performance / design realisation.

This component is internally assessed and externally moderated.

### **Component Two. Text in Performance (20% of the qualification)**

This component consists of a group performance from a text and a monologue or duologue from a different text. Although you will be assessed upon your performance/design skills only, you will also be expected to develop a concept for your given texts and direct the pieces yourself.

This component is externally assessed by a visiting examiner.

### Component Three. Theatre Makers in Practice (40% of qualification)

The written examination breaks down into three sections:

Section A: A live theatre evaluation from a performance you will have seen

Section B: Questions based on a set text by the examination board

Section C: Essay questions based on you as a director and your interpretation on a set text and practitioner.

## ENRICHMENT

The department is based in the magnificent 400 Hall, where pupils have access to both the main stage and the Studio Theatre for lessons. There are three major productions each year, including two whole school productions where the Sixth Form usually adopt lead roles both on stage and off stage. Visiting local and national theatre productions is an important part of our enrichment programme.

## PREPARATION

Anyone considering Drama and Theatre must enjoy live theatre and have a desire to be involved in the theatre making process. You need to be daring, creative, and willing to work as part of an ensemble.

It would also be an advantage to have seen one or more live theatre productions prior to commencing the course.



# ECONOMICS

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## THE SUBJECT

AQA Economics 7136

Economics is the study of how the world works, how society decides what goods and services to produce, how to produce them and for whom. Around a third of the cohort at Repton go on to study economics related courses at university and for all, the skills acquired when studying Economics at A Level will stay with them for life.

With only the occasional exception, everyone taking Economics at Repton is studying a subject new to them. No prior knowledge of Economics is therefore expected or required. However, the successful economist will tend to exhibit the following characteristics:

- an interest in the current economic issues in the UK, European Union and global economy
- a willingness to read and think independently
- a willingness to discuss current economic controversies
- a confidence in dealing with numbers alongside an ability to interpret graphs
- an ability to analyse arguments critically
- an ability to write logical and coherent essays

## THE COURSE

The A Level Economics course covers both microeconomics and macroeconomics over two years.

Microeconomics analyses the way market forces work to allocate scarce resources. Theory is applied to specific markets to bring the subject to life, markets which receive focus include: Labour Markets, Commodities, Healthcare, Sport & Leisure, Transport, Energy, Groceries, Consumer luxuries and Housing.

Macroeconomics looks at how national and international economies operate. This part of the course looks at the major objectives of governments and explores how government policy can be used to improve economic performance.

There are three examination papers in the A Level Economics specification.

**Paper One: "Markets and Market Failure"** is 2 hours in length. It is worth 33.3% of the A Level. This paper covers the main microeconomic principles and is tested by a data response question and an essay.

**Paper Two: “National and International economy”** is 2 hours in length. It is worth 33.3% of the A Level. This paper covers the macroeconomic objectives of government such as economic growth, low inflation, low unemployment and improvements to the trade position. Financial markets, globalisation and issues relating to international trade are also studied. This paper is tested by a data response question and an essay.

**Paper Three: “Economic principles and issues”** is 2 hours in length. It is worth 33.3% of the A Level. This paper is a synoptic paper and covers the whole specification. This paper is tested by multiple-choice questions and a case study question. The paper tests both economic knowledge and analytical skills.

## ENRICHMENT

The Economics Society meets throughout the year discussing current economic issues. Pupils also enter essay competitions that help to extend their understanding of economic issues. The department also facilitates entry to the Institute of Economic Affairs Budget Challenge as well as running trips to pupil conferences. Oxbridge preparation begins during the Lower Sixth year for those aiming high.

## PREPARATION

Anyone preparing to take Economics would do well to get into the habit of reading the business/economics section of a good quality newspaper. In addition the following books are also ‘easy read’ introductions to the subject:

- Freakonomics (Levitt and Dubner)
- The Undercover Economist (Tim Harford)
- The Armchair Economist (Steven Landsburg)
- Free Lunch (David Smith)

# ENGLISH LITERATURE

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## THE SUBJECT

Literature cuts to the heart of things. We are story-telling creatures. There is no tool as powerful for understanding human nature as the stories that we tell: the actions, thoughts and emotions that make up the human experience. We write about things so that we can understand them: love, death, time, hope. We attempt to contain the things that frighten us. We want to shout about the things that bring us joy. The study of Literature is, at its core, the study of humanity. It is fundamental to our understanding of each other, and ourselves.

English Literature is traditionally one of the most desirable qualifications when applying to University and can serve as a route into almost any non-scientific profession. The study of Literature at A Level is very different from GCSE; pupils are encouraged to read widely, ask questions and engage with a range of material from well-known classics such as Hamlet to less-trodden paths within the Dystopian genre.

## THE COURSE

In the Lower Sixth, the course focuses on the study of Dystopian Fiction. The main texts studied are 1984 by George Orwell and The Handmaid's Tale by Margaret Atwood. Atwood has said that, while history doesn't repeat itself, it often rhymes; Dystopian fiction is the story of what happens to the world when the rights that we think of as fundamental start to be eroded; when the state declares war on the individual. While studying these novels (and reading more widely within the genre), pupils will have the opportunity to discuss issues such as power, memory, surveillance, freedom, feminism and personhood.

In the Upper Sixth, focus moves to older texts, with the study of a Shakespeare play, as well as The Merchant's Tale by Chaucer and The Duchess of Malfi, a revenge tragedy of the bloodiest, most twisted sort. Shakespeare texts taught by the department vary, but Measure for Measure, Twelfth Night and Hamlet all make regular appearances. Shakespeare is taught in the form of a critical study and pupils will be exposed to a range of adaptations of their set text. Shakespeare didn't write his plays to be studied; it is right that pupils experience these texts visually, as well as on the page.

There are two exams (Chaucer/Malfi and Shakespeare, and Dystopian Fiction) which are worth 80% of the final grade. The remaining 20% is achieved through coursework: one short close-reading analysis (usually based on poetry by authors as varied as Larkin, Heaney, and Carol Ann Duffy) and a longer, comparative piece (current pairings include The History Boys and Atonement and Whitsun Weddings and Sense of an Ending, and many others). The combined length of these coursework pieces is 3000 words.

## ENRICHMENT

The department is dynamic, energetic and diverse, with a wide range of 'specialist' subjects including Shakespeare, Modern poetry, the Romantics, Creative Writing and Dystopian Science Fiction, and many more. Teachers seek to share a genuine love of literature, making use of flexible teaching methods to suit individuals and many operate an 'open door' policy outside of lesson time.

## PREPARATION

It is impossible to read too widely as a pupil of English Literature. In preparation from the beginning of Lower Sixth it would be useful to begin reading a selection of Dystopian fiction. Some suggested titles include: *The Knife of Never Letting Go* (Patrick Ness), *The Power* (Naomi Alderman), *Children of Men* (PD James) and *Fahrenheit 451* (Ray Bradbury). However, it is important to note that no time spent reading is wasted. As Roald Dahl wrote: "If you're going to get anywhere in life you have to read a lot of books."



# GEOGRAPHY

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## THE SUBJECT

AQA Geography 7037

Whilst a GCSE in Geography is not a pre-requisite for the A Level course, it is certainly helpful. The physical topics in particular, demand a knowledge of terminology and processes that builds on GCSE understanding. However, in recent years some pupils without a GCSE in Geography have gone on to successfully study the subject at A Level. Any pupils considering Geography as an A Level who do not currently study the subject at GCSE should speak to the Head of Geography, as early as possible to obtain additional support to smooth this transition.

With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, Geography is one of the most relevant A Levels you could choose to study. Modern Geography emphasises the integration of Physical and Human Geography within issues such as tectonic hazards, the globalisation of economic activity, the increasing pressure on resources resulting from population growth, the need for sustainability, and conflicts over energy supplies, borders and the ever-present issues around migration and climate change. It is concerned with a rapidly changing world and every pupil will have the opportunity to discuss controversial and contemporary issues. Geography is best studied by those who have a genuine interest in current affairs and the ability to see beyond their own experiences.

Geography is concerned with the real-world past, present and future and underpins the issues that most affect our society today. It is equally valuable as a science, studied together with sciences (e.g. Mathematics, Physics, Chemistry or Biology), as an arts subject. (e.g. History, English or Modern Languages), or social sciences (e.g. Business Studies or Economics). It allows the Science specialist to develop important literacy skills, and the Arts specialist to develop skills in numeracy and graphical work. Analytical, fieldwork and cartographical skills are also developed. Many universities will accept Geography as a Science as part of their entrance requirements. Repton geographers have gone on to study a diverse range of subjects at university, including Medicine, Politics, Philosophy and Economics as well as of course, Geography based degrees.



## THE COURSE

Pupils follow the AQA Geography specification which contains the following three units:

### Paper One

The Physical Geography paper is worth 40% of the total A Level and comprises a 2 hour and 30 minute exam. Within this unit pupils will explore the following topics. Firstly, hot desert environments. This explores the reasons why deserts exist, the features contained within these locations and how deserts are expanding under a broader examination of climate change. Pupils will also study hazards. This examines various natural phenomena including earthquakes, volcanoes, tropical storms and wildfires. There is particular focus on the management of the risks from such hazards and how these risks can be reduced in the future. Finally, pupils study the carbon and water cycles. Here, there is much focus on how humans can manage increases in atmospheric carbon as a function of fossil fuel exploitation.

### Paper Two

The Human Geography paper is also worth 40% of the total A Level and comprises a 2 hour and 30 minute exam. Within this unit pupils will focus on three key themes: Global systems and governance, changing places and population and the environment. Global systems and governance primarily focuses on how global problems can be effectively managed by the international community. Population and the environment engages with key issues of food supply and the management of disease. Finally, changing place looks at what makes 'place' and how 'places' can be shaped by a number of different organisations and stakeholders.

### Geographical Investigation

The geographical investigation is a non-exam assessment (NEA) worth 20% of the A Level. Pupils complete an independent investigation relating to any aspect of the course and write a report ranging from 3000 to 4000 words. This unit provides pupils with very good preparation for more detailed study of any research subject at university level, and the range of titles allows cross over with other A Level subjects.

## ENRICHMENT

Fieldwork is a key part of the A Level course and it is a requirement to undertake four full days. There is a field trip to a Field Studies Council Centre each June of the Lower Sixth year. This trip allows for data to be collected for the NEA component.

All A Level Geographers automatically become members of the Geographical Society and many join school expeditions abroad. In recent years, the Society has undertaken further study and expeditions in Thailand, the USA, China and Costa Rica.

## PREPARATION

Anyone considering taking Geography A Level could read the following:

- Berners-Lee, Mike. There is No Planet B
- Marshall, Tim. Prisoners of Geography
- Rosling, Hans. Factfulness

This is a short selection of books to get you thinking about some of the current issues in Geography:

- Alley R B (Two00Two) The Two-mile Time Machine: Ice Cores, Abrupt Climate Change and Our Future Princeton University Press, Chichester
- Kaplan, R. (Two0OneTwo) The Revenge of Geography: What the Map Tells Us About Coming Conflicts and the Battle Against Fate. Random House, London.
- Weiner, E. (Two00Eight) The Geography of Bliss: One Grump's Search for the Happiest Places in the World. Twelve.
- Klein, N. (Two000) No Logo. Picador, New York.
- Pearce, Fred (Two0One0) Peoplequake: Mass Migration, Ageing Nations and the Coming Population Crash
- Marshall T (Two0Fifteenth) Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics. Elliot & Thompson

Pupils studying geography would benefit from having a depth of interest in current global issues within the media and perhaps to subscribe to a geographical magazine such as National Geographic or Geographical.



# HISTORY

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## THE SUBJECT

The History department exists to teach historical perspective, contemporary understanding and judgement. G.R. Elton's view that a historical education should produce "balanced people used to working on practical problems" encapsulates the essence of what the Department aims to achieve. History is therefore, central to the values of a liberal education and to the school's aim of producing fulfilled individuals and responsible citizens.

The History A Level fosters the development of critical and reflective thinking, with an understanding of historical topics and issues. It aims to encourage an awareness of the importance of history in explaining contemporary issues. The course covers over 200 years of history, examining 18th, 19th and 20th century Britain and America. Although the course builds on the skills developed by the IGCSE, there is no requirement to have studied this. The A Level is highly- regarded by universities, and history is seen by them as a 'facilitating' subject for numerous degree programmes, not just those with a historical content.

## THE COURSE

The A Level course is divided into four papers: three are assessed through an exam, and the final paper is coursework. All units are assessed at the end of the two-year course.

### **Unit Y113 British Period Study and Enquiry – Britain 1930-1997 (worth 25% of the A Level)**

This unit has two elements: a Period Study and an Enquiry. The Period Study explores Britain, 1951-1997. It has four key topics: the Conservative Domination, 1951-1964 the Labour and Conservative Governments, 1964-1979; Thatcher and the end of consensus, 1979-1997; and Britain's position in the world, 1951-1997. The Enquiry topic focuses on Churchill, 1930-1951, and looks at his role before, during and after the Second World War. This unit is assessed through an examination of 1 hour 30 minutes.

### **Unit Y212 Non-British Period Study – The American Revolution 1740-1796 (worth 15% of the A Level)**

This unit explores the causes, course and consequences of the American Revolution. It considers the development of British hegemony in the Americas and its changing relationship with the colonies. The key events of the revolution itself, including the reasons for the British defeat are considered, with the course concluding with a focus on the history of the early Republic. This unit is assessed through an examination of 1 hour.

### **Unit Y319 Thematic Study and Historical Interpretations – Civil Rights in the USA 1865-1992 (worth 40% of the A Level)**

There are two elements to this unit: a thematic study that requires the exploration of developments over a period of at least 100 years; and an in-depth interpretation element that requires the analysis and evaluation of the ways in which the past has been interpreted by historians. For the thematic study the focus is on the struggle of citizens in the United States to gain equality. African Americans, Native American Indians, Women and Trade Unions form the basis of the key topics. The in-depth element considers three key elements: civil rights in the 'Gilded Age' c.1875-1896; The New Deal and civil rights; and Malcom X and Black Power. This unit is assessed through an examination of 2 hours 30 minutes.

### **Unit Y100– Topic based essay (worth 20% of the A Level)**

The topic based essay is an independently researched essay of 3000-4000 words, which is marked internally and moderated by the exam board. The essay can be on a topic of the pupil's own choosing, but the department has a list of titles from which it recommends the choice is made, which enable a pupil to meet the criteria for the essay and for which the department is able to provide the necessary expertise and resources.

## **ENRICHMENT**

The department runs regular educational visits, including a trip to America which takes place every other year. There is also an active academic society, The Marriott Society, which meets several times during the year.

## **PREPARATION**

Anyone considering History could read any of the following to gain an idea about the course:

- Brown, Dee. Bury My Heart at Wounded Knee
- Fairclough, Adam. Better Day Coming: Blacks and Equality, 1890-2000
- Wood, Gordon. The Radicalism of the American Revolution

# L A T I N

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## THE SUBJECT

Latin is integral to the development not only of English, but also of French, Spanish, Italian and many other languages. The study of Latin encourages the brain to work both logically and intuitively and it promotes a rigorous and precise understanding of the grammar and working of languages in general. For this reason, proficiency in Latin aids pupils in developing their writing skills and in deploying language in a way which enables them to create powerful and effective arguments. Some of the most influential works of western literature are in Latin and the A Level literature units offer the opportunity to examine these great texts in the fields of rhetoric, history, satire, love poetry and epic, providing fascinating insight into Roman culture and society and encouraging pupils to develop a sensitive literary appreciation. The introduction of the linear A Level structure provides more time for pupils to strengthen their command of the language before the examination period, as well as enabling them to spend more time reading around the topic.

Latin is highly regarded by Russell Group universities, who specifically list Latin A Level as a 'facilitating subject' (one which opens up a wide range of degree choices for pupils). It is a strong A Level choice in combination with English, History, modern foreign languages and of course Classical Civilisation. It also can provide a useful counterpoint to sciences and maths as it offers a different outlook and another way of thinking, while still requiring the same skills of logic and precise analysis. Reptonians who have taken Latin A Level in recent years have gone on to study a wide variety of degree courses apart from Classics, from Engineering to Geography, and in turn these have led to a broad range of careers, including banking, advertising and law in locations around the world.

## THE COURSE

The course is examined by four papers, sat at the end of the Upper Sixth year:

**Paper One** Latin Unseen (1 hour 45 minutes). This unit is designed to test the ability to translate passages of original Latin. Section A is a prose passage and Section B verse.

**Paper Two** Latin prose composition or comprehension (1 hour 15 minutes). Either answer comprehension questions based on a passage of Latin or translate an English passage into Latin.

**Paper Three** Latin Prose Literature (2 hours). The first section of this paper contains comprehension questions based on passages from a Latin prose text that has been studied in advance. The second section is an essay that covers both the sections of the text studied in Latin and additional sections read in translation.

**Paper Four** Latin Verse Literature (2 hours). The format of this paper is similar to that of the prose paper described above. The authors are Ovid and Virgil.

## ENRICHMENT

The department is based at the heart of the school and the Classical Society meets regularly for lectures, quizzes, murder-mystery evenings, classical speed-dating and debates. We attend lecture days in London, Birmingham and Manchester and there are frequent theatre trips.

## PREPARATION

Anyone considering Latin would do well to read any of the following books to get a flavour of the course:

- Virgil: Aeneid
- Tacitus: Annals
- Kennedy's Latin Primer
- Ovid: Metamorphoses



# MATHEMATICS

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## THE SUBJECT

Edexcel      GCE A Level Mathematics      9MA0  
Edexcel      GCEA Level Further Mathematics      9FM0

Mathematics and Further Mathematics at A Level place far greater demands on a pupil's algebraic skills and their ability to write clear concise solutions to mathematical problems. Historical evidence suggests that pupils who achieve less than a 7 at GCSE will struggle with A Level Mathematics; a desirable entry requirement to this course would be a grade 7, 8 or 9 at GCSE. Mathematics at A Level fits well with other science or social science courses. Pupils who study Mathematics at A Level go on to study a wide variety of courses at university though many study Engineering or the sciences and can find employment in almost any branch of society.

## THE COURSE

### Mathematics

Pupils will be taught the content over two years. Both the Lower Sixth pupils and the Upper Sixth will be taught Pure Mathematics and Applied Mathematics. The Pure Mathematics content is broadly similar to that of the old modular A Level though there will be some changes in emphasis for example proof is now formally taught and examined.

The final examination consists of three papers. Paper one and paper two are Pure Mathematics and cover material from both years. Paper three is Applied Mathematics and will again cover work studied from both years.

### A Level Further Mathematics

This will be taught over two years through 12 periods a week. In the Lower Sixth, we will teach pupils the content of the A Level Mathematics course. In the Upper Sixth we will teach towards the A Level Further Mathematics award. In the Upper Sixth the course will consist of compulsory Pure Mathematics but pupils should be able to choose to specialise in either Mechanics or Statistics.

The examination will consist of four papers: Further Pure Mathematics One, Further Pure Mathematics Two, Further Mathematics Option One and Further Mathematics Option Two.

The Department holds twice weekly clinic sessions for pupils to drop in with specific problems and questions. In addition, we run numerous revision classes as the Examination season approaches.



## ENRICHMENT

Repton's Mathematics Society, the Ferguson Society meets weekly for a number of activities which may include: Computer Programming, Lectures, Inter-House competitions, problem solving evenings. The department also enters pupils for the National Mathematics Contests at both junior and senior level and have twice reached the National Final of the team challenge in recent years.

## PREPARATION

There is no specific preparation though pupils who wish to do some preparatory work should:

- For Mathematics start by working through the Pure Mathematics Year 1/AS textbook ISBN:978-1-292-18339-8
- For Further Mathematics get a familiarity with the content Pure Mathematics Year 1/AS textbook ISBN:978-1-292-18339-8 and Pure Mathematics Year 2 textbook ISBN:978-1-292- 18340-4

Both texts have been written for the linear A Level and provide a very useful introduction to A Level Pure Mathematics.



# MODERN FOREIGN LANGUAGES FRENCH, GERMAN *and* SPANISH

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## THE SUBJECT

The skill of being able to speak and understand modern foreign languages well has never been more important or valuable than it is in the international context of today. Pupils who like and are interested in language should find French, German or Spanish (or any combination of them) challenging and stimulating at A Level.

Authentic, contemporary language is the focus. The great majority of reading and listening exercises will be based on up-to-date sources (television, radio, internet and the press), and a wide range of issues, both social and personal, are covered. The development of ideas and opinions on these issues, and the use of the language studied to express these ideas and opinions in speaking and in writing, are key to success. Pupils will also study film and literature in the target language as part of the course.

Regular lessons in A Level grammar are given, to improve understanding of how the language actually works and to enable pupils to use it more confidently. One lesson of conversation each week is timetabled with a language assistant, where pupils put in to practice the content learned in class.

To embark on A Level, a GCSE is needed; anything less and you are likely to find things very difficult from the start. In addition, linguists need to be interested in language learning in the first place and committed to continual improvement. Pupils also need to spend as much time abroad as possible, improving fluency among those who speak the language best.

## THE COURSE

The A Level examination papers test the candidates' ability in listening, reading, speaking and writing. Significant attention is paid to grammatical accuracy. In addition, pupils must demonstrate their knowledge of the contemporary culture of countries where the language is spoken, both in Europe and in the wider world. A significant part of the speaking examination requires pupils to demonstrate in-depth research on a topic of their choice. Film and literature are also studied as part of the A Level course. Dictionaries are not permitted in modern language examinations, so the need to develop a wide vocabulary is very important.

The syllabuses, modern and relevant, are admirably suited to developing that skill and to providing an enjoyable and very beneficial two years of A Level study.

## EXAMINATION

There are three examinations at the end of the course. There will be two written papers and a speaking examination.

**Paper One:** Listening, Reading and Translation (worth 40% of the A Level)

This paper will include a variety of listening and reading exercises, as well as a translation into English.

**Paper Two:** Written Response to Works and Translation (worth 30% of the A Level)

This paper includes a translation exercise from English into the target language and two essays on either two literary texts, or one literary text and one film. (We will be studying film as part of the course.) Pupils have a choice of essay titles and the essays will be written in the target language.

**Paper Three:** Speaking (worth 30% of the A Level) There are two tasks in the speaking examination.

**Task One** (discussion on a Theme)

Pupils are presented with a stimulus card and discuss the issue outlined on the card.

**Task Two** (presentation and discussion on independent research)

Pupils choose a topic of their choice that relates to the cultural and social context of the language studied. They then present and discuss their research findings on this topic.

There are four general themes covered: Society, Politics and the Arts, Immigration and study of a historical period. The sub-topics for these themes vary slightly between the languages. Further information can be found on the Edexcel website.

## ENRICHMENT

Pupils have the opportunity to make regular use of the Language Centre and the computer assisted language learning facility in the Chapter Block building. This facility provides extensive opportunities for working on listening, speaking and audio-visual materials either independently or in a class situation. The MFL Society meets at least once every Half-Term.

## PREPARATION

Anyone considering a modern language would do well to spend a period of time abroad before embarking on the course. A revision and further study of the main tenses and irregular verbs is essential and any activity that improves reading and listening skills such as newspaper articles, radio programmes, films and music in the foreign language would serve as good preparation for the course.

# MUSIC

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## THE SUBJECT

EdExcel      Music      9MU0

At GCSE, the focus is on learning terminology and recognising and using musical devices. Studying the subject at A Level will build upon this knowledge in an interesting and creative course which covers all aspects of music-making.

The A Level course comprises performing, composing and appraising - it builds and supports the variety of skills that all musicians require, and introduces pupils of all disciplines to a wide range of music, from Bach cantatas and Romantic symphonies through to Film Music and contemporary 'pop' songs. Pupils considering the subject should have passed the ABRSM Grade Five Theory exam and should be confident they will reach Grade 7 to 8 standard in their instrument (or as a singer) by the time of their Upper Sixth year.

Don't let anyone say that music is not an academic subject! The skills of analysis, logic, written communication and creativity involved in this wide-ranging and challenging course make it attractive to both universities and employers.

## THE COURSE

The A Level in Music is a three-part course: 30% Performance, 30% Composition, 40% Appraising.

**Unit One: Performing** This unit gives pupils the opportunity to perform - usually as a soloist, though ensemble performance is permitted. Pupils can choose music in any style and for any instrument(s) and/or voice to produce a recital of 8-12 minutes. Repertoire should be at a Grade 7/8 level of difficulty. The recital is recorded towards the end of the Upper Sixth year, and then marked externally.

**Unit Two: Composing** This unit develops the technical and expressive skills needed by a composer. Pupils will submit two pieces of work – one free choice composition of five minutes' duration (completed as coursework), and one technical study (usually a chorale harmonisation in the style of JS Bach, completed as a controlled assessment towards the end of the Upper Sixth year). Both pieces of work are externally marke

**Unit Three: Appraising** This unit focuses on listening, analysis and evaluating music (both familiar and unfamiliar). Pupils learn the content of musical elements, context and language through a wide-ranging selection of set works from six areas of study: Vocal music, Instrumental music, Music for Film, Popular music and Jazz, Fusions, and New Directions. Pupils should also listen to a wide range of unfamiliar music related to the various Areas of Study in order to develop the ability to compare, contrast and contextualise music. This unit is assessed by a two-hour exam paper that consists of short answer listening questions, essays (on both familiar and unfamiliar works), and a short piece of melodic dictation.

## ENRICHMENT

Pupils have the opportunity to use the outstanding facilities of our Music School under the tutelage of our specialist teachers as well as independently. In addition to this there are many performance opportunities at School and nationally as well as visiting musicians and trips to see musical performances across many different genres.

## PREPARATION

The rigours of ABRSM Grade Five Theory are an essential preparation for this course. Revision of this material would be time well-spent, as would listening to a wide range of music both as recordings and in live performance. Additionally, plenty of instrumental or singing practice is always advisable!



# PHOTOGRAPHY

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## THE SUBJECT

OCR Art and Design (Photography)      HS603

The suite of visual art subjects available at Repton are all specialisms of Fine Art. A pupil interested in the subject endorsements of Fine Art, Textiles and Photography, and the exciting creative fields within them of painting, sculpture, print, performance, installation, contextual studies, art history, film, digital art, illustration, photography, textiles and fashion should choose either, or both, Fine Art or Textiles.

One: Fine Art, which in Michaelmas Term of Lower Sixth follows a Fine Art Foundation pathway and encompasses those initially interested in Photography.

Two: Textiles, which also follows a similar Fine Art Foundation pathway in Michaelmas Term of Lower Sixth and is taught separately in the Textiles department.

### The Michaelmas 'Creative Process' course

The first term of A Level for visual art courses is a general Fine Art Foundation course which will introduce pupils to all the above media, as well as teaching the essential core skill of 'Creative Process' essential for all three later specialisms. This course forms the first coursework unit.

### Specialising for an endorsed visual art subject

At the beginning of the Lent Term of the Lower Sixth year visual arts pupils will choose their specialism, which will become their endorsed subject at A Level. This will be discussed with Tutors and, depending on preference, ability and future ambitions, each pupil will then decide to complete an A Level nominally in 'Fine Art', 'Textiles' or 'Photography'.

Repton School offers a very exciting and innovative course in Photography at A Level. It has a wonderful history at Repton School dating back to Roald Dahl, one of the first pupils to study photography. That tradition has continued for more than 100 years as part of the curriculum of the Art Department, breeding some fine photographers who have gone on to highly successful professional careers.

Studying Photography at A Level enables pupils to develop:

- Intellectual, imaginative, creative, manual and intuitive capabilities;
- Investigative, analytical, experimental, practical, technical, expressive skills, aesthetic understanding and critical judgement;
- Independence of mind in developing, refining and communicating their own ideas, their own
- Intentions and their own personal outcomes;
- The experience of exploring a wide variety of approach to processing and using a broad range of new media; and
- An understanding of the interrelationship between practice and the context in which it is made
- Traditional and contemporary photography

The A Level programme is devised by the Director of Art and implemented by other members of the art staff who have complementary skills in Photography.

Part of the Art and Design syllabus, Photography is a stand-alone option and one which does not require pupils to have studied the subject at GCSE. It is an almost entirely practical course with a small supporting written related study component. Photography can be taken in combination with any other A Level subject and pupils use it either as an aid to their university entrance or for admission to university art and applied art courses.

Britain has the best system of art education in the western world and graduates from Photography courses enjoy excellent employment opportunities in specialist and applied areas of creative practice. To help pupils who wish to follow higher education Art courses the staff in the department guides pupils to assemble a strong portfolio and to prepare for their interviews often inviting university lecturers to undertake portfolio review Tutorial.

## THE COURSE

Each year starts with a 'Creative Process' visual art Foundation course which lasts for the first the Michaelmas Term. The purpose of the course is to give a fresh insight into the breadth and compass media and investigative art process, how it underpins the pupil's practice, to learn new skills and techniques and to give impetus to the pupil's A Level personal investigation.

Pupils will be introduced to traditional and digital cameras, explore the numerous approaches to developing prints in the computer suite and the darkroom and learn new techniques and to give impetus to the pupil's A Level personal investigation.

From Lent in the Lower Sixth the emphasis will be on experimentation across the breadth of the subject and falls into three distinct yet complementary areas of study; darkroom and computer technology, photographs with and without cameras, digital and black and white image manipulation. With the introductory course pupils will undertake a number of set projects until they establish a degree of independence and proficiency when their self-directed study will emerge. This project will be sustained over the course of the next three terms. From the outset, their learning and study will be accompanied by research of master photographers and professional practice all of which is documented and recorded in their photographic sketchbooks.

## **The Personal Investigation**

Unit One: 60%. The Personal Investigation, which is devised by the pupil in collaboration with the teachers, has two integrated elements: a portfolio of practical work which is entirely based on the studio course and a supporting related study.

The portfolio of practical work will consist of a sustained project, developed through the use of documentary sketchbooks, preparatory prints and resulting in an outcome of unrestricted scale and timeframe. OCR has produced exemplar material for the personal investigation, providing help and guidance to teachers, pupils and parents and is available on the OCR website.

The related study is separate and clearly identifiable from the contextual research embedded in the practical portfolio and can be undertaken in the form of a written essay, digital presentation/blog, illustrated study sheets or written report.

## **The Set Task**

Unit Two: 40% The terminal controlled test set by the examination board is of an unrestricted nature and starts with the distribution of the question papers on the 1st of February, is followed by the research and preparation period and concludes with a Fifteen-hour examination undertaken over two weeks in May.

In both units of the course the pupil will be expected to conduct a study that not only reflects a substantial knowledge of the processes of both black & white and digital photography, but also examines a contextual subject that complements and engages with his/her practice. It is a very exciting studio based practical course and one that sits comfortably alongside the study of many other A Level disciplines.

During the two-year A Level course, the pupils will have the opportunity to meet and have tutorial with visiting professional photographers and university lecturers.

The photographers are visited regularly by professional and pupil practitioners who guide and extend the range of their knowledge through group and individual Tutorial. Every opportunity is taken to acquaint the pupils with an appreciation of the breadth of the subject. In addition to access to an extensive library of books, to the vast resources of the internet and to the department's exhibition programme, the pupil photographers will also visit galleries and museums to see the work of historic and contemporary practitioners.



## ENRICHMENT

The Art Department, which is on two sites, offers a unique facility for the study of Fine Art and Photography and is open for extra-curricular working seven days a week. The department has an excellent range of tradition roll film and digital cameras for the exclusive use of the pupils on the course and they have unlimited access to the department's darkroom and computer suite when the Art School is open. There are two large galleries to exhibit work.

ROYGBIV (red, orange, yellow, green, blue, indigo, violet) is the name of the Art Society which has an exciting programme of activities during the year. Amongst other events it hosts the annual David Wilkinson Memorial Lecture, exhibition openings in the Art School and the two school galleries – New Court Gallery and Gallery No1 – and the biennial fashion show.

## PREPARATION

As an introduction to the course and by way of experiencing the range of thematic material on offer, prospective A Level candidates are encouraged and advised to not only have a healthy interest in taking, capturing and storing images from their cameras, but also to read *Photography Changes Everything* by Marvin Heiferman published by the Smithsonian Institute.



# PHYSICAL EDUCATION

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## THE SUBJECT

Pearson BTEC Level Three National Diploma in Sport.

The Physical Education department offers two distinct pathways – A Level PE and BTEC Level 3 National Diploma.

## THE COURSE

This course is suitable for anyone who has an interest in sport and is a good foundation for anyone intending to study a HE course connected with the huge and expanding sport and leisure industry. Pupils who have studied PE at this level have gone on to study a wide range of related university courses such as Sport and Exercise Science, Physiotherapy and Human Biology or equally benefit from its multi-disciplinary nature having gone on to study Medicine, Psychology, History and Politics, Business and Management Studies or Real Estate.

There is no requirement to have studied Physical Education at GCSE, although pupils who have done so will be familiar with the terms used at A Level. As there is a practical module worth 30% of the total mark, pupils should discuss their suitability for the course with the Head of Department.

### **Paper One – Physiological Factors Affecting Performance (30%, 2 hour exam)**

Anatomy & Physiology will help pupils develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. Exercise Physiology will help pupils develop knowledge and understanding of factors such as training methods in relation to maintaining and improving performance.

Biomechanics will help pupils develop knowledge and understanding of motion and forces and their relevance to performance in sport.

### **Paper Two – Psychological Factors Affecting Performance (20%, 1 hour exam)**

Skill Acquisition will help pupils develop knowledge and understanding of the principles required in order to optimise the learning of new and the development of existing skills. Sports Psychology will help pupils develop knowledge and understanding of the role of sports psychology in optimising performance in physical activity and sport.

### **Paper Three – Socio-Cultural factors in Physical Activity (20%, 1 hour exam)**

Socio-cultural Studies will help pupils develop knowledge and understanding of the interaction between and the evolution of sport and society.

**Practical Performance in Sport (30%)** The focus of this component is acquiring, developing and evaluating practical skills in physical activity and sport. Candidates are assessed as a player or coach in one activity (15% of overall mark) and an analysis and evaluation of performance (15% of overall mark).

## PREPARATION

Pupils should discuss their suitability for the course with the Head of Department. Along with daily newspaper articles on sport in society, pupils might consider reading the following:

- Bounce – The Myth of Talent and the Power of Practice (Matthew Syed)
- The Sports Gene – Talent, Practice and the Truth About Success (David Epstein)

## BTEC LEVEL THREE NATIONAL DIPLOMA

The BTEC Level Three National Diploma in Sport offers a flexible, unit-based structure focused on the development of a broad range of skills required to progress into higher education, apprenticeships and employment within the sports industry. Those studying for a Diploma are in position to apply to UK universities (including Russell Group) and American Colleges. It is a two-year, full-time course and pupils will achieve an Applied General qualification, equivalent in size and UCAS points to two A Levels.

There is no requirement to have studied Physical Education at GCSE, although pupils who have done so will have some familiarity with the material covered. Pupils are subject to a range of assessment types and styles suited to vocational qualifications - external, internal and synoptic. Externally assessed units take the form of examinations and set tasks that pupils are permitted to resit throughout the course. Internally assessed units include research, case studies and demonstration of practical or technical skills, submitted through project work. Synoptic assessment may take place at the end of the course and gives pupils opportunity to select and apply learning from across their programmes in the completion of a vocational task.

Pupils will study a wide variety of units covering multiple aspects of the sports industry. Units may account for 60, 90 or 120 guided learning hours.

- Anatomy and Physiology\*
- Fitness Training and Programming\*
- Investigating Business in Sport\*
- Development and Provision of Sport\*
- Professional Development in the Sports Industry
- Sports Leadership
- Skill Acquisition
- Sports Event Organisation
- Sports Psychology
- Coaching for Performance
- Research Methods in Sport
- Application of Fitness Testing
- Practical Sports Performance
- Work Experience in Active Leisure

\*externally assessed

## PREPARATION

Pupils should discuss their suitability for the course with the Head of Department. They may also wish to arrange suitable work experience placements in the summer prior to starting the course or in preparation for October Half Term following its commencement.

# PHYSICS

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## THE SUBJECT

Edexcel      Politics      9PLO

The study of Politics has never been more relevant. At Repton, we are one of the biggest A Level options in the Sixth Form; for good reason that we have a department of dedicated subject specialists, and a record of impressive public exam results.

Principally, the Politics course focuses on British Politics (in the Lower Sixth) and American Politics (in the Upper Sixth). Whilst working in a focused and determined manner on a scheme of work designed to deliver public exam success, the course allows pupils to openly discuss ongoing current events and how they shape the politics of Britain and America: the ramifications of Brexit on the economy, society and politics of Britain; the extent to which Trumpism will undermine the chances of a successful Biden presidency, and the degree to which the 'new politics' of raised awareness of environmentalism, racial injustice and intergenerational inequality will change the character and content of politics. Such discussions and debates will enrich both their knowledge and understanding of the subject, but they are also designed at cultivating active citizenship and equipping Reptonians with an awareness of the world beyond the Arch.

Thus, the study of Politics A Level is an ideal choice for anyone interested in learning about current affairs and the world around them. It would suit any pupil who likes to debate current issues, both those who have set opinions and those who have yet to decide. It also serves well as a subject to develop evaluative and analytical skills and fits well with a range of other subjects across the curriculum such as History, Economics, Religious Studies, English, and Business Studies.

## THE COURSE

The course is divided into three papers, all of which are examined at the end of the two-year course. They contain elements of British Politics, American Politics, and political ideologies. The papers are evenly weighted with each being two hours long and worth 33% of the A Level.

**Component One (33% of the overall grade)** This paper is on UK Politics and core political ideas. Pupils will be asked questions on democracy and participation, political parties, electoral systems, and voting behaviour and the media. Thus, they will have the opportunity to discuss issues that are wide-ranging and include debates on the extent to which social media is an ally of democracy; the extent to which all the major political parties in the UK are liberal, and whether or not UK democracy suffers from so-called 'democratic deficit'. They will also be asked to answer questions on conservatism, socialism, or liberalism as part of the core ideologies section of the paper.

**Component Two (33% of the overall grade)** This paper is on UK Government and the non-core political ideas. It is structured in the same way as Paper One with questions on the UK Constitution, parliament, Prime Minister and the executive and relationships between the branches. This paper allows pupils to explore the reality of the relationship between Parliament and PM, the role of the UK Supreme Court in upholding rights, and the way in which our political system is underpinned by the constitution. Pupils will also have to answer a question on the non-core political ideology of feminism.

**Component Three (33% of the overall grade)** Repton takes route 3A which requires pupils to answer questions on American politics and to compare the American and British political systems. The focus of the paper is on the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, and democracy and participation in America. This will allow pupils to explore the extent to which contemporary America fulfils the principles set out by the Founding Fathers in the Constitution at the Philadelphia Convention in addition to considerations of the extent to which the polarisation of the American political parties is a cause or a symptom of wider dysfunction, and the course will encompass a consideration of the role of the Supreme Court and its quasi-legislative role in ruling on reproductive rights, the rights of criminal defendants, and the extent to of the president's executive powers. Some questions will be purely on American politics and some will require pupils to make comparisons to the British system.

## ENRICHMENT

The department also runs yearly trips to Westminster to visit Parliament and the Supreme Court. This gives our pupils the opportunity to see the corridors of power, to meet with our local constituency MP Heather Wheeler and to understand the physical separation of the UK Supreme Court from Parliament. We also offer a biannual History and Politics trip to New York, Philadelphia and Washington DC. The department's society (Marriott Society) is very active and regularly hosts MPs, Peers of the House of Lords, and other external speakers. As well as visiting speakers – the pupils also run sessions on some of the key political topics of the day – with discussions ranging from identity politics, the 2020 presidential election, the issue of privilege, and the wedge issue of abortion. The department also runs mock elections, with hustings for candidates and party campaigns around school often gaining a great deal of momentum in the lead up to the vote. Turnout for these votes in Repton has proven to be much higher in these elections than in the real thing!

## PREPARATION

Anyone considering studying A Level politics could read any of the following books to gain background knowledge on British and American politics.

- In Defence of Politics (Bernard Crick)
- Left Out: The Inside Story of Labour Under Corbyn (Gabriel Pogrund and Patrick Maguire)
- Unspeakable: The Autobiography (John Bercow)
- The Prime Ministers: From Wilson to Johnson (Steve Richards)
- Trials of the State (Jonathan Sumption)
- The Lost Decade (Polly Toynbee and David Walker)
- The Anthony Seldon biographies of recent prime ministers
- All Out War (Tim Shipman)
- Fall Out (Tim Shipman)
- Trumpocracy (David Frum)
- Trumpocalypse (David Frum)
- Fear (Bob Woodward)
- Rage (Bob Woodward)
- A Promised Land (Barack Obama)

Pupils considering studying Politics are also strongly advised to remain up to date with developments in current affairs through reading websites such as BBC News, regularly reading a broadsheet newspaper and/or subscribing to a magazine such as The Week, The Economist, The Spectator, and New Statesman.



# PSYCHOLOGY

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## THE SUBJECT

OCR Psychology H567

The main purpose of this qualification is to prepare learners by providing a suitable foundation for the study of psychology or related courses in Higher Education. A further purpose of this qualification is to prepare learners intending to pursue careers or further study in social sciences, or as part of a general education. The OCR A Level qualification in Psychology enables learners to:

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

Psychology is the scientific study of behaviour and the mind. It offers a unique educational experience that develops a distinctive and broad set of skills. It is located in scientific method and allows scope for extensive evaluation from a range of perspectives. The A Level specification provides pupils with the exciting opportunity to gain a deeper understanding of psychology. Stimulating content is at the heart of this engaging qualification, which will encourage pupils to think like psychologists. They will have the opportunity to develop a wide-ranging set of key skills, including being able to communicate effectively using appropriate language, to interpret and critically assess scientific data, and to research and critically evaluate a range of sources. The specification also encourages the development of strong literacy and numeracy skills. The acquisition of such a diverse range of skills will be of great benefit to your pupils in further education, the workplace and society in general.

No prior knowledge of the subject is required. The specification builds on, but does not depend on, the knowledge, understanding and skills specified for GCSE Psychology. Throughout the course of study, learners are encouraged to develop an awareness of the role of psychology in society and its applications to many situations. The qualification is therefore suitable for learners intending to pursue any career in which an understanding of human behaviour is needed. The qualification is also suitable for any further study in social sciences, or as part of a course of general education. There is an emphasis on research skills and enquiry in order to enable the learner to progress into higher levels of education. The specification, therefore, provides a suitable foundation for the study of psychology and/or related courses in Higher Education.



## THE COURSE

The qualification is linear which means that pupils will sit all the A Level exams at the end of their two-year A Level course. There is no longer any coursework for A Level Psychology, and whilst investigative work is carried out throughout the course, it will not be assessed separately in a practical examination or as coursework. Instead, there will be questions based on practical investigation embedded within the final written exams.

A Level focuses on five core areas of Psychology; Cognitive Psychology, Developmental Psychology, Physiological Psychology, Social Psychology and the Psychology of Individual Differences. Alongside this is the practical component where pupils plan, carry out and evaluate their own investigations

Assessment of the course is by three written papers at the end of the Upper Sixth.

**Paper One** Planning, conducting, analysing and reporting psychological research across a range of experimental and non-experimental methodologies and techniques.

Marks available: 90 (Two hour paper). 30% of total A Level.

**Paper Two** Introduces some of the central areas of investigation in Psychology organised in key themes. Each key theme is represented by a classic and a contemporary core study.

Marks available: 105 (Two hour paper). 35% of total A Level.

**Paper Three** Compulsory section on Issues in mental health.

Learners will also study two out of the following applied options:

Child psychology, Criminal psychology, Environmental psychology, Sports and exercise psychology.

Marks available: 105 (Two hour paper)  
35% of total A Level.

# RELIGIOUS STUDIES: PHILOSOPHY *of* RELIGION *and* ETHICS

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## THE SUBJECT

OCR Religious Studies H573

People have ideas, opinions, prejudices and assumptions, yet it is rare that these are linked together into a coherent scheme. Philosophy attempts just such links. RS: Philosophy and Ethics seeks to encourage joined-up thinking.

Pupils who take the course have done very well, with 20% of pupils scoring A\* and 56% A\* or A in the last five years. This has opened up many doors for those pupils, with courses in Philosophy, Theology and other disciplines at Russell Group universities such as Durham, Birmingham and St Andrews being popular destinations. Careers in medicine, banking, consulting and social media marketing are among the many that RS Reptonians have gone on to succeed in.

It is an excellent choice for any pupil with an interest in medicine, dentistry or the sciences due to its application to contemporary real-world moral and philosophical issues like euthanasia and life after death.

If you are also thinking about a career in business, law or politics, Religious Studies makes direct links to these subjects with its focus on critical evaluation of the law, an examination of the rise of secularism, as well an exploration of issues of gender and a study of business ethics.

## THE COURSE

The course is divided into three papers all examined in the Upper Sixth year.

- **Philosophy of Religion** (worth 33.3% of the overall grade)

This unit is a study of a wide range of issues in the Philosophy of Religion. Firstly, the Ancient Greek influences on philosophy of religion through Plato and Aristotle, moving on to Judaeo-Christian influences on philosophy of religion. It then moves on to the traditional arguments for the existence of God from Aquinas and Anselm before looking to the challenges to religious belief from evil. It then moves on to more wide-ranging ultimate questions, encouraging critical engagement with some amazingly interesting debates. How and why could finite beings speak of and communicate with the Divine? What are human beings? Is there a life after death?

- **Religious Ethics** (worth 33.3% of the overall grade)

There are two main areas of study. The first phase is focused on ethical theories which help us to determine the correct courses of action such as Thomas Aquinas' Natural Law or Bentham and Mill's atheistic Utilitarianism. The course then moves onto a study of many of the issues which underpin morality, even asking questions about whether morality exists at all. In the final phase, the focus shifts from theory to application. Topics include Conscience and Freewill, before a more applied section covering issues around Environment, Business and Sexual ethics.

- **Developments in Religious Thought** (worth 33.3% of the overall grade)

In this unit, we have the opportunity to undertake a systematic study of key concepts within the development of Christian thought. We will have the chance to explore religious beliefs, values and teachings, their interconnections, how they have developed historically and how they are presently discussed. This component also explores the various responses of Christianity to significant social and historical developments in theology and religious thought, including the challenge of secularisation and materialism, pluralism. Feminism and its effect on theology is another key issue.

## ENRICHMENT

The Hampshire Society invites external speakers to enhance the course.

## PREPARATION

Anyone considering RS would do well to read any of the following books to get a flavour of the course:

- *The Pig That Wants to be Eaten: And Ninety-Nine Other Thought Experiments* by Julian Baggini (ISBN: 9781847081285)
- *Think: A Compelling Introduction to Philosophy* by Simon Blackburn (ISBN 9780192854254; but also available on Kindle).

# TEXTILES

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## THE SUBJECT

OCR Art (Textiles) H604

The suite of visual art subjects available at Repton are all specialisms of Fine Art. A pupil interested in the subject endorsements of Fine Art, Textiles and Photography, and the exciting creative fields within them of painting, sculpture, print, performance, installation, contextual studies, art history, film, digital art, illustration, photography, textiles and fashion should choose either, or both, Fine Art or Textiles.

One: Fine Art, which in Michaelmas of Lower Sixth form follows a Fine Art Foundation pathway and encompasses those initially interested in Photography.

Two: Textiles, which also follows a similar Fine Art Foundation pathway in Michaelmas Lower Sixth and is taught separately in the Textiles department.

### **The Michaelmas Term 'Creative Process' course**

The first term of A Level for visual art courses is a general Fine Art Foundation course which will introduce pupils to all the above media, as well as teaching the essential core skill of 'Creative Process' essential for all three later specialisms. This course forms the first coursework unit.

### **Specialising in an endorsed visual art subject**

At the beginning of the Lent Term of the Lower Sixth visual arts pupils will choose their specialism, which will become their endorsed subject at A Level. This will be discussed with Tutors and, depending on preference, ability and future ambitions, each pupil will then decide to complete an A Level nominally in 'Fine Art', 'Textiles' or 'Photography'.

Most pupils taking Textiles since it was first offered at Repton have achieved an A\* or A grade at A Level. Taught as part of the OCR A Level Art syllabus, the course introduces pupils to a range of techniques and concepts and how they can then be conveyed and interpreted through the medium of textiles. This can cover anything from innovative fashion to fine art installations.

Studying Textiles at A Level enables pupils to develop:

- Intellectual, imaginative, creative, and intuitive capabilities;
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement;
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes;
- The experience of working with a broad range of textile media; and
- An understanding of the interrelationship between practice and the context in which it is made traditional and contemporary art.

Textiles can be taken in combination with any other A Level subject and pupils use it either as an aid to their university entrance or for admission to university art and applied art courses. Although desirable, GCSE is by no means a pre-requisite for taking Textiles at A Level and a number of pupils study the subject for the first time in the Lower Sixth.

Graduates from Textiles courses have excellent employment opportunities in designing and making in the industry. To help pupils who wish to follow higher education Art courses the staff in the department guides pupils to assemble a strong portfolio and to prepare for their interview often inviting university lecturers to undertake portfolio review Tutorial.

## THE COURSE

The course is designed to be flexible enabling the pupils eventually to follow the paths which are most appropriate to their studies.

Each year starts with a 'Creative Process' visual art Foundation course which lasts for the first Michaelmas Term. The purpose of the course is to give a fresh insight into the breadth and compass media and investigative art process, how it underpins the pupil's practice, to learn new skills and techniques and to give impetus to the pupil's A Level personal investigation.

Lent Term of the Lower Sixth year concentrates on building a pupil's knowledge of textiles techniques through an introductory course, learning both hand and machine embroidery, felt making, weave, printing, appliqué, batik, and mixed media. The pupils are introduced to integrated contextual studies, which encourages the pupils to develop their investigative and analytical approaches to their work. It also develops an understanding of the relationship between, and the connection across, disciplines within art, craft and design.

In the latter part of the first year and into the second year the pupil's knowledge is put into practice through a personal project and final examination. This enables the pupils to develop a route following their own interests and to build toward a portfolio of work for assessment in the new linear A Level and for applying directly to university or to an Art Foundation course.

### **The Personal Investigation Unit One: 60%**

The Personal Investigation, which is devised by the pupil in collaboration with the teachers, has two integrated elements: a portfolio of practical work which is entirely based on the studio course and a supporting related study. The portfolio of practical work will consist of a sustained project, developed through the use of documentary sketchbooks and practical experimental studies and resulting in an outcome of unrestricted scale, timeframe and medium. The Personal Investigation also includes a 'related study'. This is separate and clearly identifiable from the contextual research embedded in the practical portfolio and can be undertaken in the form of a written essay, digital presentation/blog, illustrated study sheets or written report.

### **The Set Task Unit Two:40%**

The terminal controlled test set by the examination board is of an unrestricted nature and starts with the distribution of the question on the 1 February. It is followed by the research and preparation period and concludes with a 15 hours' exam undertaken over two weeks in May.

During the two-year A Level course, the pupils will have the opportunity to meet and have Tutorial with visiting professional textiles artists and university lecturers. A course of life drawing is undertaken in the Upper Sixth year. This is an on-going training in drawing skills for the textiles artists and the body of work often forms a highly-regarded part of the pupil's portfolio submission at A Level and for their applications to textiles and related courses at university.

London, being one of the world's great textiles and fashion capitals, is regularly visited during the course as are museums and galleries around England that house temporary or permanent collections.

## **ENRICHMENT**

The Art department, which is on two sites, offers a unique facility for the study of Art, Photography and Textiles and is open for extracurricular working seven days a week. As part of the New Court Gallery complex, the department has an excellently equipped textiles workshop and each year on Speech Day the Textiles department exhibits its work in this spectacular surrounding.

ROYGBIV (red, orange, yellow, green, blue, indigo, violet) is the name of the Art Society which has an exciting programme of activities during the year. Amongst other events it hosts the annual David Wilkinson Memorial Lecture, exhibition openings in the Art School and the two school galleries – New Court Gallery and Gallery No.1 – and the biennial fashion show.

Once every two years Repton hosts its own professional Fashion Show as a showpiece for the school's very successful textiles department. These garments are made entirely by the pupils in their free-time and work starts in earnest the moment the previous show is over.



# THE EXTENDED PROJECT QUALIFICATION (EPQ)

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## THE SUBJECT

The Extended Project Qualification (EPQ) is open to all Sixth Formers, helping pupils to develop as independent researchers and allowing them to pursue their own academic passions. The EPQ is equivalent to half an A Level and is marked at A Level standard, so the best pupils can receive an A\* grade. Repton follows the AQA specification.

The EPQ is a demanding project, designed to be undertaken by pupils who are self-reliant, committed and organised. EPQ pupils must be particularly good at managing their time, in order to cope with the increased workload on top of their academic studies, and while research skills are taught, the EPQ itself is mainly undertaken off-timetable. AQA advise that most pupils require 120 hours in total to complete their project.

The EPQ project has three components:

1. The 'product', which for most pupils takes the form of a 5,000-word essay addressing a question of the pupil's choice. Examples of past questions include 'Why is Satan in Milton's Paradise Lost commonly regarded as its most compelling character and why did Milton portray him in this way?' and 'How influential is the NRA in maintaining America's stance on gun control?'. In theory the EPQ can be about almost anything. In practice, however, it is wise to choose an EPQ on the basis that one can access scholarly academic material for research purposes. Alternatively, pupils create an artefact for their 'product' – they could build a racing car, put on a fashion show, or direct a play, for instance – and write a report (normally around 2,000 words) that charts the research they undertook and evaluates the success of their artefact.
2. A project log, which is effectively an academic diary containing reflections on the project's aims, development and success. It is important to realise that the EPQ is more about process (how effective is a pupil's independent learning) rather than content (whether or not the research findings are objectively 'correct').
3. A project presentation. This typically takes the form of a brief PowerPoint presentation followed by a Question and Answer session before a non-specialist audience invited by the pupil and their supervisor (the member of the teaching staff guiding the pupil through the EPQ process).



## ASSESSMENT CRITERIA

- 20% of the marks are awarded for how well the project is managed.
- 20% for effective use of research skills and for critical selection of resources.
- 40% for how well the project plan is developed and realised, and how well challenges are overcome.
- 20% is for evaluation of the project and of the learning process itself.

The EPQ can be submitted in May or November each year.



# FUTURE LEADERS

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## THE SUBJECT

The Lower Sixth Future Leaders course aims to prepare pupils for life beyond The Arch, developing knowledge and skills that will support them as they enter a rapidly changing workplace and world.

At the same time, the course draws together elements that will also have very practical benefits as pupils consider their next steps. Elements of the course enable pupils to gain UCAS points which may help them access the higher education degree they want or even gain lower offers through their ability to demonstrate independent learning and engagement beyond the A level curriculum.

The pupils receive two lessons a week as part of the Future Leaders programme. For the first of these the Lower Sixth is split into three groups and doing an 8 week rotations through three courses:

- Public Speaking
- Higher Education and Careers
- Lecture Series

The second lesson in the week is devoted to research skills and the Extended Project Qualification and this is done by the whole cohort.

## LESSON ONE: 8 WEEK ROTATION

### Public Speaking

This course follows the LAMDA Speaking in Public: Level 3 qualification

- Examination board: London Academy of Music and Dramatic Arts (LAMDA)
- The course will develop the confidence to deliver powerful and engaging speeches, as you build the foundations of effective public speaking and the skills necessary for effective oral communication and public presentation.

## ASSESSMENT CONTENT

- One prepared speech on a set subject
- One prepared speech on an own choice subject
- Visual aids must be used and referred to for at least one of the speeches
- One impromptu speech on a set topic (the examiner will provide the learner with a choice of three topics)
- Answering questions related to the speeches and technical terminology

A pass with a distinction award for Grades 6 – 8 offers you between 12-30 UCAS points.

## UNIVERSITIES & CAREERS

This course will allow pupils to begin the UCAS process and make informed decisions about universities, degrees and careers.

- The course will make use of the Unifrog platform.
- Pupils will be able to explore both universities and careers.
- Pupils will be able to do MOOCs in order to be able demonstrate engagement with their subject or with an area in which they want to study or work.

## LECTURE SERIES

There will be a series of 8 lectures given by different members of staff.

- The lectures will cover a range of topics and will go beyond the A level curriculum.
- The lectures will cover areas such as Economics, Personal Finance, Global Politics, Post-Modernism, Art and Music.
- The series will give pupils an insight into university study methods.

## LESSON TWO

The second lesson each week will be a course based on developing research skills leading to the opportunity for pupils to do an Extended Project Qualification.

### Research Skills and the EPQ

- The course will follow the taught aspect of the AQA Extended Project Qualification

## ASSESSMENT CONTENT

- Students plan and manage a 5000 word essay or 'artefact' of their own devising.

The course helps pupils develop planning, time management, research skills, referencing, ethics, presentation skills.

An EPQ is worth half an A level.

Universities are increasingly making reference to EPQs in the offers that they make and several reduce the grade requirements for some courses if a pupil successfully completes an EPQ.

# PERSONALISED LEARNING *in* SIXTH FORM

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Personalised Learning plays an important role in supporting pupils to find and implement their strategies to overcome their difficulties which may affect them accessing education, whether cognition and learning or social and emotional needs. Sixth Formers are expected to take more ownership of their workload and the obstacles they may face when accessing the curriculum. Mrs Parker will work with pupils who need to support to find their own personalised route to overcome these hurdles. Personalised Learning continues to be a key route for individuals who need guidance to find these strategies and solutions which surround their disabilities/difficulties. Support is available throughout the week to support pupils, in a personalised session. Prep Support remains available and accessible for the Sixth Form, during the evenings, when a member of staff is on hand to focus on prep or revision.

## **Access Arrangements at A Level**

The Joint Council of Qualifications (JCQ) has significantly tightened the regulations governing exam access arrangements and there is no longer an automatic continuation of concessions from GCSE to A Level. If a school fails to hold the required evidence relating to an application for access arrangements an accusation of maladministration can be made and paper disqualification can occur. Seeking unfair advantage in a public exam can be classed as criminal fraud. The regulations governing access arrangements are linked to the Equality Act 2010 and parents should be aware that pupils working with concessions are listed as 'disabled learners'.

JCQ regulations state that a pupil is only eligible for access arrangements if they have a significant history of need and are currently making regular use of support. In line with the regulations, it is our aim to provide strategies to overcome a difficulty, rather than to register a pupil as a disabled learner. Improved revision and exam techniques often solve timing difficulties. An application for access arrangements must also include assessment scores that fall in the below-average range.

# PROVISION *for pupils for whom* ENGLISH *is an* ADDITIONAL LANGUAGE

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It is the aim of the English as an Additional Language (EAL) department that pupils whose first language is not English will be given extra English tuition and support so that they will become increasingly fluent in speaking, reading and writing English and will be able to develop the academic skills required by their A Level subjects.

Prior to entry, overseas pupils will complete an English writing paper and the Oxford Placement Test (online). This will assess the level of a pupil's English before arrival at Repton and is in addition to those pupils sitting entrance papers in those subjects which they wish to study for A Level.

At the beginning of the academic year all new overseas pupils will be re-assessed in order to indicate how much, if any, extra English tuition is needed. In the Sixth Form, there are up to three periods a week available dedicated to the teaching of EAL. One-to-one EAL tuition off timetable can also be arranged. There is also a weekly drop-in English language support session open to all EAL pupils.

## The IELTS Test

Overseas pupils applying to a British university are likely to be required to take the Academic IELTS test. The International English Language Testing System (IELTS) is an English proficiency test and is used by many universities as evidence of an applicant's level of English. The IELTS may also be required by overseas university applicants by way of meeting UK visa requirements.

There are four parts to the IELTS and these are:

- 1 hour writing test
- 1 hour reading test
- 30 minutes listening test
- 15 minutes speaking test

It is important that overseas pupils applying to a British university find out the IELTS requirements of their prospective university course at an early stage so that pupils can work towards achieving a good IELTS score in the Lower Sixth. There is a one hour dedicated IELTS lesson on a Wednesday afternoon for Sixth Formers and additional IELTS lessons can also be arranged as required.

# THE LIBRARY *and* ACADEMIC RESOURCES

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The School Library, housed on two floors in the Old Priory, not only provides access to a fantastic range of books and online resources but is also the ideal place to work and to research. The main room in the Library contains the non-fiction section, which supports the curriculum and provides ample opportunities for reading beyond it. Adjacent to the main Library are two additional rooms – the Garth Room contains a dozen computers giving access to a selection of online and subscription resources, including encyclopaedias and study guides.

The Audit Room, with its comfortable armchairs and sofas, is the ideal environment for quiet reading and is also bookable for small group discussions and School societies. It contains the very best of our fiction collection. More fiction, more study spaces, and a range of resources about the history of Repton can be found upstairs in the Hunter Room.



# HIGHER EDUCATION *and* CAREERS

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All Sixth Form pupils receive higher education and careers guidance. The programme is run by the Head of HEaC and his team. All pupils who have been at Repton in O Block will have the opportunity to complete the Morrisby online profiling questionnaire and received a comprehensive report with recommended study and career pathways to consider. All those new to Lower Sixth are encouraged to sit the profiling questionnaire and take advantage of the excellent personalised report and online resources that it confers. Pupils are frequently directed to the wide range of electronic resources available on the internet.

Throughout the Lower Sixth, taster courses from a range of external providers are promoted to pupils, offering them the chance to learn more about the nature of the work in particular jobs and professions. The school also has an extensive database of OR contacts to help pupils organise work experience and receive supportive advice and guidance. Army and RAF Careers Liaison Officers visit to interview pupils and provide guidance to those pupils interested in joining the armed forces.

Early in their first term in the Sixth Form, all pupils attend an introductory talk given by the Head of Higher Education and Careers. This outlines the skills required to be successful in today's graduate employment market and the opportunities available at Repton (and at university) to acquire these skills. Work experience is essential for entry to a number of university courses (including medicine, dentistry, veterinary medicine, physiotherapy and teaching) and pupils are encouraged to arrange suitable placements at an early stage. Early in the Lent Term interested pupils attend a presentation on universities in the USA. Following this, pupils should start any necessary preparation for SAT or ACTs, as required by any potential application.

Any pupil who is interested in making an international application is encouraged to express their interest early in their Lower Sixth year (if not before) and, given the absence of a centralised admissions process, are advised to carry out significant research into the entry requirements for their course. Repton School is able to facilitate and advise on these applications. Those looking to secure scholarships should start to look as soon as they have turned sixteen. Typically, sporting scholarships can take two to three years to formalise and places fill up quickly.

In the Lent Term, there is a series of talks on a wide range of HE issues and all pupils receive a copy of Repton's 'Higher Education Guide', a further copy of which is sent to their parents in the end of term letter pack. Throughout the Lower and Upper Sixth years, pupils will have the opportunity to attend sessions delivered by a range of representatives from different universities.

In the Summer Term, Lower Sixth pupils are introduced to a range of online resources which are useful in the preparation of the university application, and all pupils will attend the UCAS and Universities Training Day in May where they will be introduced to the application process and register for UCAS. With the support of the Higher Education team and their personal Tutor, pupils are advised on how to write a strong personal statement and how to pitch their applications at an appropriate level and are guided through the registration process for UCAS Apply, the electronic application system. Each pupil receives a copy of the School's guidance on writing a strong personal statement; they are encouraged to complete a first draft of this during the summer break.

Careers talks and workshops take place throughout the year and are open to pupils in all-year groups. In addition, all Lower Sixth pupils attend the Careers Convention (to which parents are also invited) and Higher Education Fair. This event offers pupils the chance to hear from a wide range of speakers from different industries, with question and answer sessions and opportunities for networking. We are indebted to parents and Old Reptonians who share their professional expertise and support this event. Recent speakers have been drawn from fields such as Law, Engineering, Medicine, Publishing, Journalism, Accountancy, Retail, TV Production, Management Consultancy, Construction, IT and Teaching. As part of the Careers Convention, a number of representatives from a range of universities visit Repton to meet with pupils and their parents. Pupils can speak to universities about the courses on offer at the Higher Education Fair which forms part of the Careers Convention. Pupils are encouraged to take advantage of the many opportunities available to develop their soft skills in readiness for life after Repton.





In the first term of the Upper Sixth the emphasis is on submitting the UCAS application. Each pupil's academic Tutor is available to advise on how to fine-tune all parts of the application. Applicants are encouraged to submit an early application, preferably by the end of the Michaelmas Term's first exeat. Practice for admissions tests and interviews are provided for Oxbridge applicants and applicants for Medicine, Dentistry and Veterinary Medicine. It is worth noting that for pupils making applications to Oxford and Cambridge, as well as for Medical related courses, an early entry deadline applies.

In the Lent Term all Upper Sixth pupils are advised on how to respond to offers received and are further instructed about financial aspects of undergraduate life and the latest trends in graduate employment. At the end of the Upper Sixth year all leavers are briefed on what to do on A Level Results Day. Members of the Higher Education team will be available on results day and the days after to offer advice on offers, 'Clearing' and 'Adjustment'.



# APPENDIX

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*Departmental recommendations of GCSEs, or equivalents, for the study of A Levels.*

**Art** Subject to the assessment of the Director of Art (a 6 in Art is recommended)

**Biology** 7 in Biology and Chemistry or 8s in Combined Science. In addition a 7 in Mathematics is recommended.

**Business** 6 in Business Studies (or if the subject has not been taken at GCSE, an appropriate equivalent to be determined by the School). A good level of spoken and written English is necessary for success in this course as well as an ability to handle and organise a large amount of information.

**Chemistry** 7 in Chemistry or 8s in Combined Science. A 7 in Mathematics is recommended.

**Classical Civilisation** 6 in Classical Civilisation (or if the subject has not been taken at GCSE, an appropriate equivalent to be determined by the School). A good level of spoken and written English is necessary for success in this course.

**Design Technology** 6 in DT (or if the subject has not been taken at GCSE, an appropriate equivalent to be determined by the School). A good level of spoken and written English and Mathematics is necessary for success in this course.

**Drama & Theatre Studies** 6 in English and/or English Literature and, if taken, Drama. A strong interest in theatre is necessary for real success in this subject.

**Economics** 7 in Mathematics is strongly recommended, pupils tend to find the subject technically demanding, especially in the second year of the course.

**English** 6 in English Language and English Literature

**French** 7 in French

**Geography** 6 in Geography (or if the subject has not been taken at GCSE, an appropriate equivalent to be determined by the School). A good level of spoken and written English and Mathematics is necessary for success in this course.

**German** 7 in German.

**History** 6 in History. A good level of spoken and written English is necessary for success in this course.

**Latin** 6 in Latin

**Mathematics 8** in Mathematics

**Further Mathematics** Subject to the assessment of the Head of Mathematics

**Music** Subject to the assessment of the Head of Music (A 6 in Music is recommended as is Grade V theory)

**Photography** Subject to the assessment of the Director of Art

**Physical Education** 6 in PE or Biology. A high level of practical skill is required for success in this course.

**Physics** 7 in Physics or 8s in Combined Science. A 7 grade in Mathematics is recommended.

**Politics** 6 in History, Geography or an appropriate humanities subject. A good level of spoken and written English is necessary for success in this course.

**Psychology** 6 or above in English and Mathematics, although interest, enthusiasm, organisation and determination are the key characteristics of a successful Psychology pupil.

**Religious Studies** 6 in Religious Studies (or if the subject has not been taken at GCSE, an appropriate equivalent to be determined by the School). A good level of spoken and written English is necessary for success in this course.

**Spanish** 7 in Spanish

**Textiles** Subject to the assessment of the Director of Art



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