



1939 - 1945



RUGBY SCHOOL
JAPAN

CURRICULUM GUIDE

SIXTH FORM
YEARS 12-13

2023

INTRODUCTION

The Sixth Form at Rugby School Japan allows pupils to immerse themselves in an advanced study through the A-level curriculum. Recognised by universities around the world, A-level qualifications allow pupils to enjoy the satisfaction of taking control over their chosen subjects and, in the process, begin to mould their futures.

A-level courses are academically demanding. Success requires a willingness to be scholarly and creative, curious and critical, determined and ambitious, to develop ideas independently and collaboratively. Departments strive to push pupils beyond their perceived limits. Those with the interest and ability necessary to apply to the world's top universities will be supported and encouraged.

A-level courses follow a prescribed curriculum administered by examination boards in England. At Rugby School Japan, we use four examination boards to administer our examinations: Cambridge, AQA, OxfordAQA and Pearson Edexcel. However, while examination results are of vital importance, we structure our courses around learning rather than examinations, and the learning is not always confined to the limits of the syllabus content.

A wealth of societies and enrichment opportunities supplement the formal curriculum in all subjects and is available to all Sixth Form pupils. Academic study at Rugby School Japan happens firmly within the context of the wider school experience. As pupils develop through their lessons, enrichment, careers programme and community action programmes, they will start to understand the place of their academic learning in the real world.

In the following pages, we have provided an overview of A-levels, followed by some advice on selecting subjects. Each of the academic departments has provided more detailed information on specific courses available. We hope you will find this a useful resource for planning your next step.

A-LEVELS

OVERVIEW

A-levels are stand-alone, subject-based qualifications and are the most commonly studied post-16 qualification in the UK and in the international schools' sector around the world. Each course is designed to promote a high level of knowledge and intellectual competence in that specific academic subject. A-levels seek to develop academic skills relevant to the specific subject studied.

Each A-level course lasts two years and is externally assessed by written examinations. The vast majority of A-level courses prepare pupils for an International A-level qualification and are split into two parts: AS in Year 12 and A2 in Year 13. These International A-levels are assessed through modular examinations, with exams taken at the end of both Year 12 and Year 13, the results of which are combined to give the full A-level qualification. A small number of courses are 'terminal', meaning that all examinations are taken at the end of Year 13.

Some subjects have coursework components (which will be completed in school, internally assessed and then externally moderated), but this varies from one subject to another; most do not. The form that coursework and examinations take is dependent on the subject but reflects the skills important for that area of study.

A-levels are graded on an A*-E scale. Most universities expect three A-levels for entry, but the grades required to depend on both the university and the course applied for. At Rugby School Japan, Sixth Form pupils will study three subjects at A-level, participating in 48 periods per fortnight of taught lessons. Occasionally, pupils may wish to study four A-levels (comprising 64 periods per fortnight); decisions about whether this is the right academic programme of study will be made in consultation between the School, parents and pupils.

WHAT ARE THE ADVANTAGES OF A-LEVEL?

A-levels allow for a high degree of specialisation. Pupils will be able to focus on a narrow range of academic subjects and will develop a considerable depth of knowledge within them. A-level courses also allow pupils to develop and hone the skills relevant to the academic subjects they study.

Beyond the A-level courses, pupils have considerable freedom in regard to the enrichment options that they choose to engage with. All A-level pupils participate in RSJ's co-curricular programme and sports. They will be encouraged to engage with other opportunities such as joining societies and participating in music and drama.

INTERNATIONAL EXTENDED PROJECT QUALIFICATION

For pupils who choose three A-levels, they will be expected to take an International Extended Project Qualification (EPQ) on a topic of their choice. The EPQ supports the development of independent research skills and allows pupils to pursue their curiosity and personal academic interests.

WHO IS SUITED TO A-LEVELS?

A-level courses suit pupils who have a clear area of academic focus and interest. Pupils may already have a university and/or career path in mind and wish to develop very specific skills in preparation for this; other pupils may be less certain about their future path. A set of three A-level courses allows a pupil to choose narrow, synergistic subjects if they wish or to choose disparate subjects if they prefer. There are no restrictions on the combination of subjects a pupil chooses to study at A-level. This freedom of choice allows pupils to avoid particular skill types or subjects that they do not enjoy.

Success at the A-level requires a high level of organisational skill and a very high level of effort. A-level courses are difficult, and the top grades can only be achieved through a consistently curious and determined approach. Pupils need to be prepared to engage in a considerable quantity of independent study outside lessons.

WHAT DO UNIVERSITIES THINK OF A-LEVEL QUALIFICATIONS?

A-levels are the most common form of qualification for candidates applying to UK universities. Universities in the UK understand the qualification very well and will typically make offers on the basis of three A-level grades.

When it comes to US, Canadian, European and Asian universities, A-levels are well recognised and give pupils a strong academic foundation with which to access global universities.

CHOOSING SUBJECTS

A-levels are highly academic and significantly more challenging than I/GCSEs. For this reason, pupils studying with us in the Sixth Form must meet the following entry criteria:

A minimum of 5 A*/9 - C/5 grades at I/GCSE
Bs/6s at I/GCSE in subjects related to the chosen A-level courses
A strong commitment to learning

(There are additional I/GCSE qualification requirements for some subjects at A-level, detailed in the subject pages that follow.)

If pupils meet these criteria, the RSJ Sixth Form curriculum allows pupils to specialise in their chosen subjects. There are no 'core' subjects that must be taken, and pupils have a free choice of A-level courses. The following pages provide detailed information about the course run by each academic department and we encourage pupils to read those they are interested in carefully.

When choosing subjects for Sixth Form study we recommend considering the following factors:

- Interest in the subject
- Aptitude for the subject
- The subject's suitability for aspirations beyond the Sixth Form

The decisions made now may have an impact on the courses available to a pupil at university. Some university courses require specific subjects at A-level (e.g. Chemistry A-level is required for Medical degree entry in the overwhelming majority of cases), although this can differ from country to country and from university to university. If a pupil already has an idea about what degree course and career they hope to pursue, it is important for them to check the university entry criteria when selecting their A-level subjects. We encourage pupils to be proactive when making their choices and encourage them to make the most of the support on offer from the School.

N.B. We aim to offer as great a choice of subjects as possible; however, we cannot guarantee that we will be able to provide a subject listed in this guide if the number of pupils that choose it is too low.

N.B. Syllabus and assessment details are indicative only at the time of publication and are subject to modification as a result of changes made by examination boards.

ART & DESIGN

Art

Design and Technology

ART

AIMS

Pupils entering the Sixth Form at Rugby School Japan to study a creative subject will follow the highly flexible A-level Art and Design course. This will enable all pupils to select their own route through the two-year course. The course provides all pupils with an exciting, wide-ranging experience that can be tailored to suit their own interests or needs.

All pupils will be expected to develop a range of skills which they can use to further their own work and personal interests. They will be encouraged to be flexible in their approach to the subject and willing to take risks in the fulfilment of their work. Thinking laterally, critically and creatively and acquiring good problem-solving skills will be key aspects of the course. A comprehensive understanding of the subject will be promoted through depth and rigour.

NATURE OF THE COURSE

The course is a linear course delivered over two years. Throughout the first year pupils are taught a range of techniques that allows them to develop their own portfolio of skills across a range of different disciplines. They are encouraged to experiment and are expected to record all they do so that they can be reflective throughout the creative process. Much of the work is practical but pupils will also be expected to give presentations and write essays about historical and contemporary influences. Supporting work must actively inform the pupils' investigations and should demonstrate how their thinking has been augmented and extended. This will build to a sustained coursework essay in which pupils will look at their own work and historical art pieces and demonstrate their ability to analyse and understand artworks. As pupils move into the second year they will be working more independently on a major project building on all the skills and techniques they have learnt and creating a project which feels personal and unique to each pupil.

Fundamental to all components is the development of work through sustained investigation and experimentation, documenting progress, referencing the work of others and demonstrating how this informs their own individual solutions. Most of the work will be practical, but there is a substantial written element involving a contextual study of between 1500 and 3500 words that can be linked to other work or stand alone.

The course includes drawing, painting, sculpture, digital work, printmaking, alternative media, photography, textiles, ceramics and more. Early in the course pupils develop their ability to work from observation using traditional drawing skills. The first year operates like a foundation course, with pupils building key skills in a variety of areas to prepare them for their independent work later on. The course is vibrant and exciting allowing pupils to build technical skills and create meaningful work.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel Advanced GCE

[CLICK HERE](#)

This course is made up of two components culminating in an exam:

- Component 1: Coursework Portfolio – an exploratory investigation stimulated by content set by the school. The focus of the assessment is the journey that the candidate has made, not resolved outcomes. Component 1 also includes a written investigation into an aspect of Art and Design that is of interest to the candidate.
- Component 2: Examination – an independent project is started from a word or phrase released by the examination board. This component comprises eight weeks of preparatory work and a 15-hour exam which takes place over the course of three days.

BEYOND SIXTH FORM

The A-level enables pupils to apply for a wide variety of courses post A-level. It is a valuable and well-received qualification that will support a balanced package of A-levels in preparation for a wide range of post A-level studies. The emphasis on studio work and the nature of the two-year course makes A-level Art and Design an excellent third subject. The course lends itself to providing evidence of independent research that holds it in good stead as a supporting subject in a wide range of degree courses.

Product and Industrial Design are popular degree choices whilst the breadth of the course means that pupils are also extremely well equipped for Architecture, Art History or Foundation courses. It also provides a very sound foundation for pursuing careers in Graphic Communications, Advertising, Marketing, Brand Development, etc. Equally, for other pathways, the course shows creative thought processes, which may complement other A-level choices and have value in a portfolio of qualifications beyond Higher Education, as employers seek to differentiate between applicants.

DESIGN & TECHNOLOGY

AIMS

This two-year course is structured to enable pupils to experience Design Technology in more depth and rigour, both practically and theoretically. Pupils develop the practical hands-on skills, theoretical knowledge and confidence to succeed in a number of careers. Pupils will gain a real understanding of what it means to be an innovative designer, alongside invaluable skills and knowledge sought by higher education and employers.

Pupils will be able to think critically and creatively to design and manufacture products to solve real world contextual problems. Pupils will gain a comprehensive understanding of environmental issues and sustainability when choosing materials and will have a deep knowledge of their working properties.

NATURE OF THE COURSE

During this two-year course pupils will engage in both practical and theoretical study. Pupils will study in depth product design technical principles and designing and making principles. Pupils will investigate historical, social, cultural, environmental and economic influences on design and technology, all the while participating in a wide variety of practical workshops practising and honing their manufacturing skills by making various prototypes in a variety of resistant materials. Pupils will get to grips with using multiple different computer-aided-design (CAD) software and computer-aided-manufacture (CAM) such as laser cutters and 3D printers.

The course will culminate with the pupils using all of their theoretical and practical knowledge gained in the first year by completing a substantial design and make a project. Pupils will independently complete a portfolio of sustained investigation, development, design work and analysis alongside a manufactured practical outcome. This coursework component will form 50% of their end of year examination.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel Advanced GCE (9DT0)

[CLICK HERE](#)

COMPONENT 1: 50% of A-level

Paper 1: Written examination (2 hours, 30 minutes)

A technical principles exam paper. This paper includes calculations, short-open and open-response questions as well as extended-writing questions focused on the principles of Design Technology.

COMPONENT 2: 50% of A-level

NEA: Independent design and make project showing the pupil's practical application of technical principles plus designing and manufacturing principles.

THE DESIGN CENTRE

The Design Technology workshop and CAD rooms are open frequently for pupils to work on their coursework or independent projects during their free time. There are scheduled sessions made available for A-level pupils to gain more one-on-one mentorship when needed for their coursework as well as regular enrichment opportunities to gain more hands-on skills with different resistant materials. Pupils will also benefit from opportunities to try alternative material areas of Design Technology such as Textiles, which can then be incorporated into their work if desired.

ENGLISH

English Literature

ENGLISH LITERATURE

AIMS

Pupils will cultivate a discriminating and well-informed understanding and appreciation of literary texts from a variety of periods and places, taking into account their technical, formal and thematic qualities, together with an understanding of the impact and relevance of their literary history and the context of production. Pupils will have opportunities to further critical thinking through the development of their analytical and evaluative skills.

NATURE OF THE COURSE

This is a wide-ranging course that explores different periods and genres. In Year 1 of the course, pupils will undertake preparation for Papers 1 and 2. This will include the study of three literary texts and practise in preparation for the unseen literary analysis. Teachers will choose a drama text from *Moon on a Rainbow Shawl*, *Measure for Measure*, *The Duchess of Malfi* or *Cat on a Hot Tin Roof*. An extensive range of one of the following poets will be explored: Maya Angelou, Simon Armitage or William Blake. The third text will be a work of prose selected from *The Inheritance of Loss*, *A Handful of Dust*, *The Underground Railroad* or a collection of short stories curated by Cambridge. Year 2 will cover the texts for Papers 3 and 4. Pupils will undertake the study of one Shakespeare play and one other drama text. The teacher will choose a further two texts (one of prose and one of poetry) from an extensive list.

ASSESSMENT DETAILS

Examination board: Cambridge International A-level (9695)

[CLICK HERE](#)

Assessment is by four examination papers of 2 hours each:

1. Drama and Poetry
2. Prose and Unseen
3. Shakespeare and Drama
4. Pre and Post 1900 Poetry and Prose

BEYOND SIXTH FORM

English Literature remains a great course to study at university: it is a highly-regarded degree that can launch undergraduates into all manner of careers. The subject combines well with History, Modern Languages, Drama or as part of a Liberal Arts degree. 'Newer' subjects like American Studies, Gender Studies, Women's Studies and Film Studies also are closely related and may include a literature component. There is also scope to use skills developed in Literature in creative pathways.

HUMANITIES

Economics
Geography
History

ECONOMICS

AIMS

Economics is the study of how businesses and consumers make decisions in the economy and how society organises production and distributes the rewards of that production. It is both science and art. Pupils that can think both logically and creatively do well. We think about how governments can promote growth and prosperity and if private markets are always the best solution. It is a sought after qualification and fits well with sciences and mathematics as well as humanities and languages. There are many university courses available for further study and employers appreciate the technical skills the course fosters. Above all, economics is about the real world and much of the time on the course is spent looking at international economic events and issues.

NATURE OF THE COURSE

The syllabus content is divided into five topic areas:

1. Basic economic ideas and resource allocation
2. The price system and the micro economy
3. Government microeconomic intervention
4. The macro economy
5. Government macroeconomic intervention

ASSESSMENT DETAILS

Examination board: Cambridge International A-level (9708)

[CLICK HERE](#)

Examinations at the end of Year 12:

- Paper 1 Multiple choice (20% weighting) 30 multiple-choice questions based on the AS syllabus
- Paper 2 Data response and essay (30% weighting)
 - Section A: one data response question (20 marks)
 - Section B: two essays from a choice of six (50 marks)

Examinations at the end of Year 13:

- Paper 3 Multiple-choice (15% weighting) 30 multiple-choice questions based on the A-level syllabus
- Paper 4 Data Response and Essay (35% weighting)
 - Section A: one data response question (20 marks)
 - Section B: two essays from a choice of six (50 marks) based on the whole A level content

BEYOND SIXTH FORM

Economics A-Level is designed to encourage you to develop an understanding of current economic issues and institutions that affect everyday life. After studying Economics, you will be able to apply economic concepts and theories in a range of contexts and appreciate their value and limitations in explaining real world phenomena. You will be able to analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it.

As a student of Economics, you will gain a highly marketable set of skills which will enable you to undertake further study across a range of disciplines. These include the ability to think analytically and communicate effectively both verbally and in writing, as well as numeracy and data interpretation skills. Economics students go on to study in a range of fields including commerce, politics or law and progress to roles across the public and private sectors.

GEOGRAPHY

AIMS

Geography is a dynamic subject that investigates the interactions between individuals, societies, and physical processes over both time and space. It also considers how people adapt and respond to change and evaluates actual and possible management strategies associated with such change. Within individuals and societal subjects, Geography is distinctive in its spatial dimension and occupies a unique middle ground between the humanities and the sciences.

NATURE OF THE COURSE

The Geography course integrates physical, environmental, and human geography, and ensures that pupils acquire elements of both socio-economic and scientific methodologies. The course takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps pupils develop life skills and have an appreciation of, and respect for, alternative approaches, viewpoints, and ideas.

All pupils study Core Physical Geography (- of Hydrology and fluvial geomorphology; Atmosphere and weather; and Rocks and weathering) and Core Human Geography (- of Population; Migration; and Settlement dynamics).

Pupils will also study the following four Geographic Themes:

Hazard Environments
Coastal Environments
Global Interdependence
Environmental Management

ASSESSMENT DETAILS

Examination board: Cambridge International A-level (9696)

[CLICK HERE](#)

All papers are worth 60 marks and weighted the same at 25%.

Paper 1: Core Physical Geography - 1h 30min

Paper 2: Core Human Geography - 1h 30min

Paper 3: Advanced Physical Geography - 1h 30min

Paper 4: Advanced Human Geography - 1h 30min

ENRICHING THE GEOGRAPHY CURRICULUM

Pupils will be encouraged to contribute to a monthly Geography Department magazine, aimed at promoting sustainability within the School. The Department plans to be well integrated with the local smart city of Kashinowa, especially during the Environmental Management topic where we anticipate visiting local businesses. There will also be field trips on offer, with plans to take the pupils abroad as well as to areas of geographical significance within Japan

HISTORY

AIMS

History in the Sixth Form is a challenging and stimulating subject that aims to give pupils a grounding in the world's international past. We believe in giving pupils a varied historical diet and offer a wide range of topics that cover not only Europe, Asia and America, but also educate young people on themes that matter across the entirety of world history. Pupils are encouraged to carry out their own research based on specialist textbooks, library resources and intelligent use of podcast and internet sources. Lessons will emphasise the growth of learner's confidence through seminar style discussions and will develop their academic flair and critical thinking, preparing them for life beyond Rugby School Japan.

NATURE OF THE COURSE

The Edexcel International A-level is focused on being a global study of world history. In their "depth" study pupils will learn about the democratic experiment in Germany after the First World War, the rise of Hitler, and the impact of Hitler on German society with an in-depth study on the evolution of genocide in Europe. For their "breadth" study pupils will focus on the transition of the Indian sub-continent from a colony to independence, gaining an understanding of the changing relationship between Britain and India and the role of individuals such as Lord Curzon, Gandhi and Jinnah. Pupils will then study a thematic unit focused on race relations in America beginning with the Thirteenth Amendment and ending with Barack Obama's presidency. Finally, pupils will study a historical interpretation unit on Hot and Cold War in Asia, primarily focusing on the Korean War, the Vietnam War, the independence of Malaysia and Singapore and tragedy in Cambodia.

The course will cover all notable skills necessary within academic historical study including source analysis, evaluation of interpretations and clarity of extended writing. It will also equip pupils with a broad cultural understanding of not only the continent they live on but also the rest of the world.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel International A-level (YHI01)

[CLICK HERE](#)

Unit 1: Germany 1918 – 1945, 2 hour assessment (25%)

Unit 2: India 1857 – 1948: The Raj to Partition, 2 hour assessment (25%)

Unit 3: Civil Rights and Race Relations in the USA 1865 – 2009, 2 hour assessment (25%)

Unit 4: The Cold War and Hot War in Asia, 1945 – 90, 2 hour assessment (25%)

ENRICHING THE HISTORY CURRICULUM

Pupils will have the opportunity to attend the History Department's visiting lecture series and participate in trips both inside and outside of Japan. Routine enrichment will include the 'PastCast', a pupil-led historical podcast. This will enable pupils to discuss topics of interest off or on curriculum and facilitate their skills of competent discussion under pressure. They will also have the chance to facilitate younger pupil's participation in order to develop their skills of management and leadership of the school. Pupils will be encouraged to apply to academic essay competitions run by the most prestigious universities worldwide as part of an in-depth programme to support university application and interview preparation.

MATHEMATICS

Mathematics
Further Mathematics

MATHEMATICS

AIMS

Mathematics is one of the most difficult and rigorous A-levels, which is why we have a requirement of grade 8 in GCSE Mathematics to take this course (- pupils with different qualifications may need to provide evidence of their aptitude). Despite this, Mathematics has been the most popular A-level subject in the UK for decades as it is commonly required/preferred when it comes to university course requirements. The numerical understanding and analytical abilities developed throughout the course are highly sought after. Mathematics will also be taught in sets at A-level based on their GCSE grades (- these can change throughout the year). A-level pupils will also have access to the support clinics throughout each week and will be more than welcome to work in the Department during their study periods.

NATURE OF THE COURSE

This course is modular, and the pupils will need to complete 6 modules. At Rugby School Japan, we will be entering our pupils for P1, P2, P3, P4, S1 and M1.

FURTHER MATHEMATICS

AIMS

The Further Mathematics course at A-level is the pinnacle of what pupils can do at this stage. Whilst incredibly tough, it will provide a plethora of stimulating challenges and materials for the most able mathematicians. Due to the sheer difficulty, the volume of content and the pace of this course, we have a requirement of grade 9 in GCSE Mathematics to take this course (- pupils with different qualifications may need to provide evidence of their aptitude). Pupils of Further Maths will be given all the support they need, including preparing themselves for university entrance exams such as STEP.

NATURE OF THE COURSE

Pupils wishing to study Further Maths in the Sixth Form will work towards qualifications in A-level Mathematics and A-level Further Mathematics. The two courses will contain 6 modules each. For Further Maths, we will be entering our pupils for FP1, FP2, S2, M2, D1 and one other module.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel International A-level

[CLICK HERE](#)

Each module comprises one examination which is 1h 30min long. Calculators may be used in all of the exams.

MODERN FOREIGN LANGUAGES

French
German
Japanese

FRENCH

AIMS

Our aim is to stimulate lasting curiosity in both the French language and the culture of the francophonie. By the end of the A-level course, our intention is that all pupils will have developed the language skills needed for effective, sophisticated communication in French, whether in conversation or in writing. Pupils will also develop their reading, listening and translation skills in order to give them access to a wide range of materials, such as novels, television, newspapers and radio, as well as other sources of new media, such as social media and blogs. The use of authentic sources and of interaction in French is an integral component of our teaching. Grammatical competence and the ability to manipulate language accurately and appropriately are a prerequisite for study in higher education and we place strong emphasis on these skills in the Sixth Form.

NATURE OF THE COURSE

The course includes the study of literary texts and films, as well as translation, grammar and a presentation in French on an issue of the pupil's choosing. Core topic areas include youth matters, lifestyle, health and fitness, environmental issues, education and employment, science and technology, society and ethics in the French-speaking world. All topic areas are studied with reference to France and other francophone countries, as well as a wider global context. Pupils studying French with us will regularly go beyond these topic areas and will have the opportunity to research areas in which they are interested.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel International A-level (YFR01)

[CLICK HERE](#)

The course is split into two sections (IA1 and IA2), each with two units:

SECTION "IA1"

- Unit 1 – Spoken expression and response (oral examination, worth 15% of final grade)
- Unit 2 – Understanding and written response (written examination testing listening, reading, writing and grammar, worth 35% of final grade)

SECTION "IA2"

- Unit 3 – Understanding and spoken response (oral examination, worth 15% of final grade)
- Unit 4 – Research, understanding and written response (written examination testing listening, reading, writing and grammar, worth 35% of the final grade.)

BEYOND SIXTH FORM

Learning a language at A-level provides you with the skills to be able to live and work abroad, encourages different perspectives and ways of thinking, as well as strengthening problem-solving skills. It also promotes engagement with global issues and allows learners to explore literature, history and culture through cinema. In an increasingly globalised world, multilingualism is an essential asset in the employment market and opens doors in a variety of sectors.

GERMAN

AIMS

The German Department aims to make the learning of German a rewarding and enjoyable experience and stimulate lasting curiosity in both the language and the culture of the German-speaking world. By the end of the course, our intention is that the pupils will have developed effective and sophisticated communication in German, whether in speaking or in writing. Pupils will also have developed their translation skills and their ability to listen and read at high levels of comprehension in order to give them access to a wide range of resource materials. We aim for our pupils to be highly committed both inside and outside the classroom, as a great deal of independent learning is expected, including reading widely, watching films, listening to a variety of German media and exploiting online opportunities. The use of authentic sources and of interaction in German is an integral component of our teaching, as is grammatical competence and the ability to manipulate language accurately and appropriately. In addition, all German Sixth Form linguists are encouraged to gain valuable work experience in Germany, Austria or Switzerland, immersing themselves in the language, with resulting gains in confidence and linguistic flexibility. CVs and university applications are enhanced by the inclusion of such experiences.

NATURE OF THE COURSE

The lessons are conducted in the target language as far as possible and a wide range of technological and traditional resources are used in lessons. The course includes the study of literary texts and films, as well as translation, grammar and an individual research project. Core topic areas include current social issues and trends and political and artistic culture in German-speaking society. All topic areas are studied with reference to Germany and German-speaking countries. Pupils studying German with us will regularly go beyond these topic areas and will have the opportunity to research areas in which they are interested.

ASSESSMENT DETAILS

Examination board: AQA A-level (7662)

[CLICK HERE](#)

We follow the AQA A-level German course which offers a good range of topics and assessments. Cultural, lexical and clearly structured grammatical knowledge is built in effectively.

Paper 1 (40%): Combines listening, reading and writing skills including summaries in German (from both listening and reading) and translations from and into English.

Paper 2 (30%): Involves writing two essays of approximately 300 words, requiring analysis of at least one literary text and either a second text or a film.

Paper 3 (30%): A speaking test with a stimulus card to help start off the examination followed by a presentation and discussion of an Individual Research Project which allows candidates to discuss an area of personal interest (which might include an aspect of history or art, film, a region, politics - almost anything culturally relevant to German speaking countries).

BEYOND SIXTH FORM

The language of Goethe, Beethoven, Marx and Nietzsche, German remains a language for the cultured, philosophers, lawyers, historians, the business-minded, politicians, scientists, designers and engineers. Germany has long been considered to be the powerhouse of business and industry in Europe, and continues to play a dominant role in the European Union. A major world financial centre, Germany is home to many global manufacturing, technology, scientific and logistics companies. A sound knowledge of German can be a tremendous asset to those working in high-level business and finance in Europe. In addition, German can be studied alongside many other degree subjects. German pupils often combine the subject with History, Music, Mathematics or Economics, but the focus on communication, analytical reading of texts and understanding of complex grammatical structures mean that German benefits a range of subjects across the spectrum.

JAPANESE

AIMS

Studying Japanese at an advanced level will enable pupils to have an appreciation of the language, literature, film and culture of Japan. The course of study is designed to develop detailed knowledge and understanding of the Japanese language, the culture of Japan, as well as practical and valuable language and transferable study skills. This qualification will help to prepare pupils for higher education and enhance their employability profile.

NATURE OF THE COURSE

The examinations taken are based on content from four themes which address a range of content related to society past and present, as well as aspects of the political, artistic and intellectual culture of Japan.

変わっていく若者の生活 (Theme 1: Changes in the daily life of young people in Japan)

変わっていく文化 (Theme 2: Changes in culture)

変わっていく人生観 (Theme 3: Changes in perspectives and lifestyle)

東日本大震災後の日本 (Theme 4: Japan after the 2011 earthquake)

These four themes provide the vocabulary and structures that the sections of the examinations are drawn from. During the course, pupils study two discrete Japanese works: either two literary texts or one literary text and one film. They also select a topic and carry out independent research which is then used as the basis for the writing section of Paper 1.

ASSESSMENT DETAILS

Examination board: Pearson Edexcel Advanced GCE (9JA0)

[CLICK HERE](#)

Students sit 3 exam papers at the end of the course:

Paper 1 – Translation into English, reading comprehension and writing (2 hours 30 mins, 40% of the qualification)

Paper 2 – Translation into Japanese and written response to works (2 hours 40 mins, 30% of the qualification)

Paper 3 – Listening, reading and writing (2 hours 15 mins, 30% of the qualification)

BEYOND SIXTH FORM

Learning Japanese at A-level provides pupils with the skills to be able to live and work in Japan, encouraging an appreciation of Japanese perspectives and ways of thinking, as well as strengthening problem-solving skills. In an increasingly globalised world, multilingualism is an essential asset in the employment market and opens doors in a variety of sectors.

PERFORMING ARTS

Drama
Music

DRAMA

AIMS

Pupils of A-level Drama develop skills that are not just essential for understanding theatre but apply to a wide range of higher education subjects and professions. This specification refines pupils' collaborative skills and their approach to independent research as well as their analytical and creative thinking. Pupils grow in confidence and become more critically discerning as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts have on creative decision-making. Whatever the future holds, pupils of A-level Drama and Theatre emerge with a toolkit of transferable skills preparing them for their next steps.

NATURE OF THE COURSE

We want pupils to have an inspiring experience of A-level Drama. This course combines practical creativity with academic research and theoretical understanding. Pupils learn through experience, seeing and making theatre for a live critical audience. Pupils are introduced to a wide range of theatrical styles and contexts throughout the course as they explore theatre practically and devise their own original, challenging and often provocative theatre. Pupils will experience a range of critical perspectives throughout the course as actors, directors, writers, critics and academic researchers. Theatre trips take place up as often as possible to allow pupils to experience "live" what they are studying in class. Through these experiences, pupils gain many valuable skills, both theatrical and transferable, to expand their horizons.

ASSESSMENT DETAILS

Examination board: Cambridge International A-level (9482)

[CLICK HERE](#)

COMPONENT 1: Written examination of 2 hours - 25% of the A Level qualification (60 marks). Externally assessed.

- Section A: Extracts from a published play (30 marks)

This section consists of up to eight short-answer and extended-response questions. Marks per question range from 2 to 10. Performance texts will be chosen by Cambridge International and supplied in the pre-release material. Pupils will study the extract and explore it as practical theatre.

- Section B: Extracts from a different published play (25 marks)

This section consists of two extended-response questions: One compulsory question (10 marks) and one question from a choice of two (15 marks). As above, pupils will study the extract prior to the exam.

- Section C: Reflection of the Devised piece (25 marks)

This section consists of two extended-response questions (10 and 15 marks). Questions will be in reflection of the devised piece pupils created for component 2.

COMPONENT 2: Practical Drama – 25% of the A Level qualification (60 marks). Externally Assessed. Internally assessed and externally moderated.

There are two parts to the assessment:

- A group performance based on an extract from a play (40 marks, 10-25 minutes)

Pupils work in a group to prepare and perform an extract from a published play of their own choice.

- A group performance of an original devised piece (40 marks, 10-15 minutes with a 3 minute self-evaluation)

Pupils work in a group to devise and perform a play based on the stimulus prescribed in the syllabus.

COMPONENT 3: Theatre Making and Performing – 25% of the A Level qualification (60 marks). Externally Assessed. Internally assessed and externally moderated.

There are two parts to the assessment:

- An individual performance (40 marks, 6-8 minutes)

Pupils individually create a programme of thematically linked materials and perform it.

- A group performance of an original devised piece (40 marks, 15-20 minutes with an 800 word analysis and evaluation)

Pupils work in a group to devise and perform a play inspired by one of the theatre practitioners, traditions or styles prescribed in the syllabus.

COMPONENT 4: Theatre in Context – 25% of the A Level qualification (60 marks) Externally Assessed.

There is one part to the assessment:

- A 2500 – 3000 word research essay.

Pupils explore performance texts, a theatre genre, a theatre practitioner's work, or a performance style.

BEYOND SIXTH FORM

Careers for graduates with a creative background in a subject such as A-level Drama and Theatre Studies cover a vast range of professions from law to journalism, event management to acting, and politics to advertising.

MUSIC

AIMS

Pupils who study Music A-level develop continue to hone the three core disciplines of performance, composition and musical analysis. The pupils will be given the analytical tools that will allow them to look deeper into larger scale musical works, as well as the opportunity to explore more advanced performance and compositional techniques.

NATURE OF THE COURSE

Through analysis, pupils will become closely familiar with the historically important composers, works, and musical forms and track their historical development over time. The pupils will also be expected to write essays that discuss the musical techniques and structures in a wide range of musical styles, using a wider range of subject-specific vocabulary to do so. There is a wide range of musical styles studied in the course, from Western Classical forms to folk, pop and jazz styles. In composition, pupils will become fluent in roman numeral analysis which will allow them to study Western tonal harmony with precision. As performers, it will be recommended that a musician continues to specialise in one instrument, but also starts to learn a second instrument if not undertaken already. Performance opportunities for A-level Music pupils will be prioritised in order to build sufficient experience with their instrument and with an audience.

ASSESSMENT DETAILS

Examination board: Cambridge International A-level (9483)

[CLICK HERE](#)

- 30% written exam (2 hours): analysing and writing about music.
- 20% practical music: performing (between 6-10 minute performance solo and/or ensemble, greater than Grade VII or equivalent standard) and composing (two contrasting compositions, 1-2 minutes each)

And a choice of two from the list below:

- 25% extended performance (between 15-20 minutes and an accompanying 1000-1500-word research report)
- 25% extended composition (6-8 minute composition and an accompanying 1000-1500-word research report)
- 25% investigation (2500-3000-word essay of the pupil's choice and a 500-word reflective statement)

BEYOND SIXTH FORM

Music A-level is highly respected by universities for requiring pupils to develop a range of technical, analytical and communication skills through creative tasks requiring perceptive analysis and insight. Having practical and essay writing components, Music complements a range of other A-level subjects, from sciences to the arts and is certainly a good academic grounding for a number of Music and non-Music-related degree courses.

SCIENCE

Biology

Chemistry

Physics

Physical Education

BIOLOGY

AIMS

The A-level Biology course aims to lay theoretical foundations for pupils to pursue the subject at the highest level and develop into leaders in the field. An extensive and in-depth practical course designed to develop key laboratory skills from the dissection of specimens to molecular techniques. The skills are taught with a focus on data analysis and experimental design, ensuring pupils are more than ready to take the next step onto a biological degree. In addition, the course develops key transferable skills that are hugely sought after by employers in many professions including: problem solving, with an emphasis on applying numerous unifying patterns and themes in Biology to unfamiliar contexts; critical thinking, through data analysis and evaluation in which pupils are required to critically analyse data from experimental scenarios; abstract thinking, through the application of theoretical concepts in graphical forms and in examples requiring deduction; and communication skills, through the teaching of concise and precise language to explain complex concepts in the clearest manner possible.

The course also develops an appreciation of current scientific issues facing society such as the impact the human population is having on the environment and the emergence of new genetic technologies. Pupils are encouraged to reflect on these and will complete the course as scientifically literate citizens, ready to engage with some of the most exciting and important decisions of our time.

NATURE OF THE COURSE

The A-level course is taught over the two years of the Sixth Form. It allows pupils to understand the underlying mechanisms common to many biological systems. Broadly, the topics are grouped into 9 sections (see below): 1-4 are studied in the first year and 5-9 in the second.

1. Cell structure and biological molecules
2. Cellular processes
3. Exchange and transport
4. Infectious disease and the immune response
5. Energy transfer
6. Control and coordination
7. Variation, inheritance, and evolution
8. Classification, biodiversity, and conservation
9. Genetic technology

Practical work is an integral part of the two-year course and carried out throughout the course. It is examined in two of the final examinations. Practical investigations will be visited in different contexts to ensure pupils have the skills for future biological study and to excel in the written exams.

ASSESSMENT DETAILS

Examination board: Cambridge International A-level (9700)

[CLICK HERE](#)

The content is assessed over five written papers with results graded from A*-E.

- Paper 1: A 75 minute multiple-choice examination of material from the first year of study, worth 15.5% of the final result
- Paper 2: A 75 minute structured questions examination of material from the first year of study, worth 23% of the final result
- Paper 3: A 120 minute examination involving practical work and structured questions, worth 11.5% of the final result
- Paper 4: A 120 minute structured questions examination on topic 12-19, worth 38.5% of the final result
- Paper 5: A 75 minute paper of questions on practical skills, worth 11.5% of the final result

BEYOND SIXTH FORM

The course lays an excellent foundation for further study of Biology at university and related degrees including, but not limited to, medical related degrees e.g. Veterinary Science, Medicine, Dentistry, Chemistry, Psychology, Forensic Science and Sports Science.

CHEMISTRY

AIMS

Chemistry is the study of matter at an atomic and molecular scale. As a central science, Chemistry plays a fundamental role in our daily lives, underpinning a number of innovations from the discovery of penicillin to the development of lithium ion batteries. Chemists are equipped with a broad, dynamic skill set that makes them an asset in a number of contexts. Over the course of the A-level, pupils are encouraged to develop these skills: in particular, the ability to apply knowledge, analyse information and evaluate results. As the course progresses, pupils develop a propensity to think critically, clearly and independently.

The comprehensive nature of the A-level course provides pupils with a well-rounded knowledge base to pursue careers in a range of fields such as Medicine, Engineering and Law. Ultimately, the Department aims to develop a love of the subject in our pupils, and to produce open-minded inquirers who are able to apply a range of ideas and skills in exciting new situations.

NATURE OF THE COURSE

- Chemistry is divided into three parts:
- Organic Chemistry, which is the study of carbon containing molecules
- Physical Chemistry, which involves the application of mathematical skills to chemical contexts
- Inorganic Chemistry, which is the holistic study of the Periodic Table. Quantum mechanics is used to explain trends and predict properties.

The Cambridge International A Level in Chemistry is well-established and internationally recognised. The course places equal emphasis on the acquisition of new knowledge and the application of this knowledge. As with any science, practical work forms the heart of the subject; pupils routinely conduct practical work in the classroom throughout the course, culminating in an assessed practical exam at the end of the A-level course. Pupils should have at least a Grade 8 in both GCSE Chemistry and GCSE Maths. This is to accommodate the mathematical aptitude required to answer A-level exam questions in Chemistry

ASSESSMENT DETAILS

Examination board: Cambridge International A-level (9701)

[CLICK HERE](#)

The A-level is assessed by five examination papers: two in Year 12 (which comprise the AS course), and three in Year 13.

- Paper 1 (1 hour 15 minutes): 40 Multiple-choice questions, 40 marks, 15.5% of the A-level
- Paper 2 (1 hour 15 minutes): AS-Level structured questions, 60 marks, 23% of the A-level
- Paper 3 (2 hours): Advanced practical skills, 40 marks, 11.5% of the A-level
- Paper 4 (2 hours): A-level structured questions, 100 marks, 38.5% of the A-level
- Paper 5 (1 hour 15 minutes): Planning, analysis and evaluation, 30 marks, 11.5% of the A-level

ENRICHING THE CHEMISTRY CURRICULUM

Academic enrichment is embedded into the RSJ ethos. Pupils are encouraged to engage with Chemistry outside of the classroom at every opportunity, and the Department makes every effort to facilitate this. Some examples of opportunities available at A-level include:

- Chemistry Society
- UK Chemistry Olympiad
- An extended research project on a chemistry-related topic

PHYSICS

AIMS

Fundamentally, physicists are problem solvers who, when presented with a challenge, use the skills they have practised to solve a huge variety of problems, from developing the latest mobile devices to solving the world's energy crisis. The course aims to take your understanding of Physics to the next level, providing you with a deep understanding of core concepts and practical skills that will prepare you for further study and careers in the sciences.

Through the course, you'll learn to apply the scientific method, analyse data, and draw informed conclusions. You'll develop critical thinking skills that are essential for success in any scientific field. Furthermore, the course aims to develop your communication and mathematical skills, enabling you to communicate your findings using appropriate terminology and scientific conventions.

NATURE OF THE COURSE

The A-level course will build on pupils' existing knowledge of areas starting with: Mechanics, Waves, Materials, and Electricity. In the second year it will lead onto: Fields, Thermodynamics, Quantum Physics, Astrophysics, and Medical Physics.

Practical work is at the heart of science, and the required practical activities will give pupils the opportunity to embed and further develop their skills and knowledge. Pupils will routinely be applying mathematics in the course and it is strongly recommended that any pupil starting this course should be studying a Mathematics course in parallel with the A-level Physics course.

ASSESSMENT DETAILS

Examination board: Cambridge International A-level (9702)

[CLICK HERE](#)

The content is assessed over four written papers at the end of the course with results graded from A*-E.

- Paper 1: (15.5%) – 1 hour 15 mins, 40 marks multiple choice exam. AS level
- Paper 2: (23.0%) – 1 hour 15 mins, 60 marks, structured questions. AS level
- Paper 3: (11.5%) – 2 hours, 40 marks, practical skills assessment. AS level
- Paper 4: (38.5%) – 2 hours, 100 marks, structured questions. A-level
- Paper 5: (11.5%) – 2 hours, 30 marks, planning, analysis and evaluation assessment. A-level

BEYOND SIXTH FORM

There are many exciting branches of Physics that can be studied at university, from the small scale with Particle Physics and Quantum Computing to the impossibly big with Cosmology. There are also lots of opportunities to cross over with other fields in like in Biophysics, Philosophy, and theoretical physics. Physics is also essential for Engineering and will be useful for Medicine and other scientific courses at university. Understanding problem solving and Physics also provides training for many other professions such as law, accountancy, banking, management consultancy, software development, science journalism... It is no surprise that Physics and Engineering graduates are amongst the most highly sought after in the employment market.

PHYSICAL EDUCATION

AIMS

The A Level Physical Education course enables pupils to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject. The skills covered will enable pupils to stand out and effectively promote themselves as they progress through and beyond the school environment. Throughout the course, pupils will be challenged, inspired, and motivated by the subject, enabling them to make informed decisions about further learning opportunities and possible career pathways related to Physical Education and Sports Science. The course and its delivery will equip pupils with the knowledge, understanding, skills and values to develop their theoretical and practical performance and develop their understanding of the benefits of health, fitness, and well-being.

NATURE OF THE COURSE

- The course covers the following six content areas:
- Applied anatomy and physiology
- Acquiring, developing, and performing movement skills
- Contemporary studies in physical education and sport
- Exercise and sport physiology
- Psychology of sports performance
- Olympic games: a global perspective

The course will enable pupils to:

- to provide a knowledge and understanding of the conceptual basis, structure, and function of a selection of physical education activities
- to develop understanding and problem-solving skills (interpretation and evaluation)
- to develop planning and practical skills for effective performance
- to foster an ability to relate practice to theory, and theory to practice
- to develop an understanding of the physiological, socio-cultural, and psychological factors which influence physical education
- to provide an experience which is valuable, both as a means of personal development and as a foundation for employment or more advanced study
- to develop the capacity to think critically about the relationships between the different factors influencing performance
- to develop a capacity to explain global trends in physical education and sport

ASSESSMENT DETAILS

Examination board: Cambridge International A-level (9396)

[CLICK HERE](#)

The assessment is based on two external examination papers, and coursework, consisting of two centre-based assessments:

Component 1 - Written paper 1 (2.5 hours) – 35%

Component 2 - Centre-based coursework (2 sports/activities) – 15%

Component 3 - Written paper 2 (2.5 hours) – 35%

Component 4 - Centre-based coursework (2 sports/activities) – 15%

BEYOND SIXTH FORM

This course will prepare learners for the further study of Physical Education or Sports Science courses as well as other related subject areas such as Psychology, Physiology, Biology and Sociology. Pupils will also develop the transferable skills that are in demand by Higher Education and employers in all sectors of industry.

**INTERNATIONAL
EXTENDED PROJECT
QUALIFICATION**

INTERNATIONAL EXTENDED PROJECT QUALIFICATION (EPQ)

AIMS

Worth the equivalent of half an A Level, the EPQ is a research based qualification that can be taken in addition to A-levels. The project will develop and extend from one or more of the pupil's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the pupil and agreed as appropriate by the School. This qualification is academically demanding and challenging but pupils typically find it highly rewarding due to its independent nature. The skills developed in the EPQ are highly valued by universities as a means to demonstrate many of the skills of independent study and research requisite for success as an undergraduate.

EPQ's count as half an A-level but are assessed at full A-level standard. As such, pupils can achieve across the grade range from an A* through to a grade E. They can either be examined as a dissertation or as an artefact piece, giving pupils the freedom to select a topic of their choice. The written report will be submitted in conjunction with a production log and a transcript of a 15-minute presentation.

The EPQ is thus a significant addition to an A-level portfolio which can deliver considerable intellectual satisfaction, enhance and widen the perspective through which one views a given topic, and encourage pupils to think across the boundaries of individual subjects. By developing high-level research and critical analysis skills, an EPQ may significantly boost self-confidence through the ability to tackle university-style work to a high level, as well as providing many with excellent interview preparation. We encourage pupils to follow this route where appropriate as an additional fourth subject, with curriculum time allocated for the taught and supervisory elements as well as for the essential individual work. We believe this will best engender the mixture of independent research and university-style supervision appropriate to the project.

NATURE OF THE COURSE

The EPQ course consists of both a taught aspect (30 hours) and independent project work under the guidance of a supervisor (90 hours).

The taught aspect covers the skills needed for the independent project work, including:

- Project planning and management
- Research skills
- Report writing
- Presentation and oral communication skills
- Reflecting in terms of creative thinking and decision making with regards to the research project

For the project pupils will:

- develop ideas for a project they wish to carry out
- carry out research to develop project aims and objectives to make a formal project proposal
- document planning and research within a production log
- carry out the project and write a 5,000-word written report
- prepare and give a presentation about the project
- evaluate the project process

ASSESSMENT DETAILS

Examination board: OxfordAQA International EPQ (9693)

[CLICK HERE](#)

Assessment of the EPQ considers the production log, the written report and the presentation. There are 5 assessment objectives as below, with the weighting in brackets:

1. Selection of topic (10%)
2. Planning, monitoring and developing (20%)
3. Demonstration of research skills (20%)
4. Analysis and application of research (40%)
5. Evaluation of product, process and self (10%)

BEYOND EXAMINATIONS

Higher Education and Careers
PSHE

HIGHER EDUCATION AND CAREERS

Members of the Sixth Form are given regular opportunities in the curriculum to consider a wide range of options after school. During taught sessions and workshops in Year 12, pupils look in detail at the application process to universities and research courses which interest them. The beginning of Year 13 will be the culmination of their decision making, when they make an application to university. All pupils are given help and support with the practicalities of their application. They are given guidance about writing an effective and persuasive Personal Statement from the HE and Careers Department and are also supported by tutors and the relevant academic department. Extra support and help will be offered from the school and external specialist organisations if pupils need guidance with submitting an application to Oxford or Cambridge, to universities in the US, as well as for specialist degree courses such as Medicine.

By the end of the Sixth Form, pupils will also have a good understanding of the world of work and will be able to research gap years or internships. Each pupil is helped to write their own CV and support is offered for job or internship applications.

One-to-one interviews are available with members of the Careers and HE Department staff throughout a pupil's time at Rugby School Japan, and we offer support with future higher education destinations, employment or gap applications and beyond. On A-level results day and beyond, staff are available to help either by phone, email or in person.

Below is a list of university courses and the subjects needed (or desirable) at A-level to maximise university entrance:

- Economics: Maths
- Biology: Biology and Chemistry
- Chemistry: Chemistry, Maths and one other Science
- Physics: Maths and if possible Further Maths
- Engineering: Maths and Physics, Further Maths if possible
- History of Art: a Modern Language
- Psychology: Maths or a Science
- Computer Science: Maths
- Medicine: Biology and Chemistry
- Architecture: Art, Physics and Maths
- Maths: Maths and Further Maths

PSHE

AIMS

PSHE education equips young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. It has also been proven that there is a very close link between personal development and academic achievement.

Our PSHE programme complements the School's pastoral provision and academic curriculum and contributes to the fulfilment of the School's ethos of providing pupils with a genuinely holistic education. An effective School ethos requires effective relationships between all members of the School community and the School's policies to be compatible with what is taught in PSHE education.

NATURE OF THE COURSE

PSHE has a unique place in the Sixth Form curriculum as it enables A-level pupils to discuss and debate controversial issues that we believe will give them the skills to navigate the world and tricky situations effectively. The sessions are pupil-centred and involve input from the tutor team.

LEARNING DEVELOPMENT

The transition to studying in the Sixth Form can be demanding for many pupils. They must develop efficient study skills such as note taking, revision techniques and time management. The Personalised Learning Department aims to provide the support that may be required not only by pupils with a disability and/or special educational needs but by any pupil in the Sixth Form. Pupils are encouraged to seek advice about issues concerning their own learning and progress in School.

The teachers within the Department are experienced in supporting pupils in a range of subjects in addition to the generic study skills that are vital to advanced level study. This is available by way of drop-in sessions, when any pupil can seek help and guidance. Pupils with specific learning difficulties may have timetabled Personalised Learning lessons when recommended by the Department. Ad hoc support can also be arranged during a study period or outside the timetable in the pupil's free time.

ENRICHMENT FOR SIXTH FORM PUPILS

Our extensive academic enrichment programme has several fundamental principles. We are serious about enabling pupils to pursue their interests beyond the classroom. Through enrichment we offer opportunities for pupils to develop additional depth and understanding of subjects or issues that have struck a personal chord with them. We also aim to expose pupils to experiences above and beyond what they encounter in the classroom and to have the chance to find the intellectual or creative niche that inspires them for the future. Finally, we are working to develop the powers of independent thought and action that will enable our pupils to flourish both during their Sixth Form studies and beyond their school careers.

The enrichment programme is hugely varied and is published to pupils each term. Timetabled sessions are run each week by Department and subject areas and there is an expectation that pupils both lead and participate, meaning that pupils are kept thinking even when their sessions are over. Events featuring visiting speakers also provide the opportunity for pupils to hear new voices and alternative perspectives.

Alongside the opportunities for enrichment, we also provide opportunities for additional support and for pupils to take time to develop their confidence in areas that they have found challenging in their normal programme of study.



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