

We are Sixth Form



Royal
Russell

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WELCOME

I am delighted that you are considering joining the vibrant student community of our Sixth Form. Our Sixth Form provision continues to go from strength to strength, with our best ever results achieved in summer 2019.

The Sixth Form is at the core of the School with students playing a key role in all aspects of daily life. It may be as a prefect, a team captain, or a mentor for our junior pupils; there is an abundance of opportunities to develop leadership qualities, be a role model to our younger students and take advantage of the myriad of co-curricular activities on offer.

I look forward to welcoming you.




Chris Hutchinson
Headmaster



When you join our Sixth Form, it is important that you feel confident about your subject choices and are committed to the hard work that is to come. Please take the opportunity to discuss your potential options with staff and current Sixth Form students. We advise you to choose a combination of subjects that you are good at, you enjoy and that meet your future career aspirations.

Sixth Form life will be both demanding and rewarding with lots of exciting opportunities! We will give you plenty of advice and support to ensure you reach the university of your choice or assist you with finding and applying for good employment opportunities, including apprenticeships. Whichever route you choose, we'll do all we can to ensure you have a rewarding career.



Clare Tovey
Head of Sixth Form



OUR SCHOOL

Royal Russell is an inclusive school which provides a high quality academic education for our girls and boys. We seek to develop the best of our pupils, staff and families within a vibrant community; one which cares and shows mutual respect for all and celebrates the success of each individual as part of the whole.

Royal Russell offers the kind of high quality education that any parent would wish for their child in a stunning parkland location, which complements and enhances every learning experience. From our Junior School through to the Sixth Form, our pupils are rightly proud of their School, and their achievements during and after their time with us are a lasting testament to what they have learned.

The School's motto 'non sibi sed omnibus' (Not for oneself but for all)

All members of the School are encouraged to give of their best and to share their talents with, and for, others. The School motto, *non sibi sed omnibus*, fosters the true meaning of identity and self and challenges us to acknowledge our responsibilities and duties to the communities to which we belong; locally, nationally and internationally.

Who we are

- We are a family school and embrace and support our whole community
- We are passionate learners and pursue excellence in all that we do
- We are ambitious for ourselves and recognise the rewards of effort, collaboration and commitment.

What we do

- We provide an outstanding, academic, 3 - 18 co-educational experience as the family school of choice in South London.

How we feel

- We feel nurtured and supported within our happy community
- We celebrate our diversity and inclusivity
- We enjoy our international family connections
- We feel proud to be Russellians.

What we believe

- We believe in the School's motto 'Not for oneself but for everyone'
- We believe in ourselves and each other and recognise the value of integrity and respect
- We believe in the adventure of learning, discovery and play.

Our Values

- We nurture pupils' intellectual, social, physical, creative, cultural and moral development, encouraging an enjoyment of learning and the pursuit of academic excellence within a safe and stimulating learning environment
- We offer pupils a broad curriculum and co-curricular programme, for acquiring knowledge, skills and attitudes in preparation for a fulfilling and successful future
- We promote spiritual and moral values through Christian principles, emphasising honesty, integrity, generosity and a respect for other people and the environment
- We enhance pupils' self-awareness and self-confidence, enabling them to develop their leadership skills; to value their own and others' efforts and achievements and to develop a sense of care and responsibility for the School community and for wider society.



Royal Russell School is set in over 100 acres of beautiful parkland where pupils benefit from a university style campus

RESULTS 2019

This year we celebrated our best ever Sixth Form results, with many outstanding individual performances. 45% of all grades awarded were at A*/ A and 68% A* - B, demonstrating success at all levels of the academic range and reflecting the strength of our provision for this wonderful group of students.

Our BTEC Level 3 students have also been incredibly successful in Sport and Business, with 50% of grades awarded at the equivalent of A*/A.

Lucas	A* A* A*	French and Arabic, University of Oxford
Fedor	A* A* A	Physics, King's College London
Keitaro	A* A* A*	Engineering, University of Oxford
Aleksandra	A* A* A* A*	Mathematics, University of Cambridge
Chang	A* A* A	Statistics, Economics and Finance, University College London
Zoe	A* A A	Economics, University of Surrey
Yi	A* A A	Education Studies, University College London
Vivien	A* A A A B	Accounting and Finance, University of Warwick
Anna	A* A* B	English Language and Linguistics, King's College London
Tim	A* A A A B	Psychology, University of Edinburgh
Deborah	A* A* B	Modern Languages and Economics, University of Warwick
Hana	A* A A B	Law, University of Exeter
Yasmin	A* A* A* A*	Mathematics, Statistics and Business, London School of Economics
Olivia	A A B	Law, History, Queen Mary University of London

DESTINATIONS 2019

UNIVERSITY/COLLEGE	COURSE TO BE STUDIED
Aberystwyth University	Physical Geography (with year abroad)
Amherst College, USA	Economics
University of the Arts, London	Illustration and Visual Media
Bath University	Health and Exercise Science with Professional Placement
Birmingham University	Law with Business Studies Spanish, Portugese and Mandarin
Bournemouth University	Business Studies Sports Management Television Production
University of Bradford	Graphics for Games
University of Brighton	Digital Games Development Digital Film, Sport and Business Management Economics
Brooksby Melton College	Sports Science
Brunel University London	Sport, Health and Exercise Sciences (Sport Development)
University of Cambridge	Mathematics
Cardiff University	Chemistry
City, University of London	Accounting and Finance
Coventry University	Sport and Exercise Psychology
University of East Anglia	Business Management Business Information Systems
University of Edinburgh	Psychology
University of Exeter	Economics and Finance with Industrial Experience
University of Greenwich	International Business
University of Kent	International Business with a Year in Industry
King's College London	English Language and Linguistics French and German with Year Abroad Psychology Biomedical Engineering Mathematics with Statistics
Lancaster University	Finance and Economics
University of Leeds	Digital Media International Business
Les Roches, Marbella	Global Hospitality Management
London School of Economics	Mathematics, Statistics and Business
London South Bank University	Film Practice
Loughborough University	Art Foundation Economics Criminology and Sociology Media and Communications

DESTINATIONS 2019

UNIVERSITY/COLLEGE	COURSE TO BE STUDIED
University of Manchester	Economics Mechanical Engineering with Industrial Experience Management
Newcastle University	Marketing
University of Nottingham	Criminology and Sociology Physics and Philosophy Pharmacy Religion, Philosophy and Ethics
Nottingham Trent University	Construction Management
University of Oxford	Engineering French and Arabic
University of Portsmouth	Film Studies Geography Marine Environmental Science Psychology with Placement Year
Queen Mary, University of London	Business Management English and Drama with Year Abroad Global Health with Year Abroad History Mathematics with Finance and Accounting
University of Reading	Accountancy and Finance Quantity Surveying Geography
Royal Holloway, University of London	Management with Accounting Business and Management with Year in Business
University of Salford Manchester	Television and Radio
University of Sheffield	Accounting and Financial Management Mechanical Engineering
Solent University	Journalism
St George's, University of London	Medicine
University of Surrey	Economics Psychology
University of Sussex	Business and Management Studies Electrical and Electronic Engineering with Robotics Marketing and Management Mechanical Engineering
University College London	Anthropology Education Studies Economics and Finance Statistics
University of Warwick	Accounting and Finance Economics, Statistics Mathematics, Operational Research Modern Languages and Economics
University of the West of England, Bristol	Property Development and Planning

ENTRY REQUIREMENTS

GENERAL ENTRY REQUIREMENTS

Our standard entry requirements are 6 grade 6s or equivalent, including English and Maths. Candidates need to obtain a minimum of 36 points from 6 GCSEs at Grade 5 or above, according to the table below. These 6 must include English and Maths, and should not include a home language. Alternative qualifications will be considered on a case-by-case basis. Students wishing to start on 4 A levels need 5 grades at 8 including each subject they will be studying.

	EXAMPLE 1		EXAMPLE 2	
	Grade	Points Value	Grade	Points Value
English	6	6	7	7
Maths	6	6	7	7
Subject	B	6	A*	8
Subject	B	6	B	6
Subject	B	6	C	5
Subject	B	6	C	5
	Total Points Value	36	Total Points Value	38

SUBJECT	MINIMUM GCSE ENTRY REQUIREMENTS	SUBJECT	MINIMUM GCSE ENTRY REQUIREMENTS
Art & Design	6 in Art	Further Mathematics	8 in Mathematics
Biology	7 in Biology	Media Studies A level	6 in Media Studies, 6 in English Language
Business A level	6 in Business Studies, 6 in English Language	Media Studies BTEC	6 in Media Studies, 6 in English Language
Business Studies BTEC	6 in Business Studies, 6 in English Language	Music	6 in Music or Grade 5 in an instrument
Chemistry	7 in Chemistry	Music Technology	6 in Music or relevant subject
Computer Science	6 in Computer Science	Photography	6 in Art or similar
Design Technology	6 in Design Technology	Physics	7 in Physics, must study Maths alongside it
Drama	6 in English Language, preferably also 6 in Drama	Politics	6 in English Language
Economics	7 in Maths, 6 in English Language	Psychology	6 in English Language and 6 in Biology
English Literature	6 in English Language and 6 in English Literature	Religious Studies	6 in English Language (and Religious Studies if taken)
French	6 in French	Spanish	6 in Spanish
Geography	6 in Geography	Sport BTEC	6 in in English Language and 6 in PE
History	6 in History	The EPQ	7 in English Language
Mathematics	7 in Mathematics		

YEAR 13 ENTRY REQUIREMENTS

Students will need to secure a minimum of a C grade in Year 12 exams, which are sat at the start of the Summer Term, in order to continue studying that course into Year 13.

ASSESSMENT

Most students will study 3 courses at A level; in cases of exceptional attainment at GCSE, a fourth A level may be considered, and some students may take their home language as an additional subject. Student work in lessons, in study periods and outside of class will be assessed regularly by their teachers.

Effort and attainment grades will be collected throughout the year and made available via the Parent Portal and Pupil Portal. There are also a number of key assessment points throughout the Sixth Form:

Year 12, Term 1	'Ten-week-tests', predicted grades
Year 12, Term 2	Predicted grades, Parents' Evening
Year 12, Term 3	Year 12 exams after Easter, minimum of C or Merit grade in each specific subject in order to continue into Year 13 in that subject. First predicted grades for UCAS applications
Year 13, Term 1	Autumn assessments, predicted grades for UCAS applications, Parents' Evening
Year 13, Term 2	Pre-public (trial) examinations
Year 13, Term 3	Final examinations and assessments for all courses

SUBJECTS AVAILABLE

The following subjects are available for study:

Art and Design	History
Biology	Maths
Business (A level or BTEC)	Media Studies (A level or BTEC)
Chemistry	Music
Computer Science	Music Technology
Design Technology	Photography
Drama and Theatre Studies	Physics
Economics	Politics
English Literature	Psychology
French	Religious Studies
Further Maths	Spanish
Geography	Sport BTEC
German	

THE EXTENDED PROJECT QUALIFICATION (EPQ)

The EPQ is not a 'subject', but may be taken alongside three A levels in order to develop students' independent learning and research skills.

The EPQ offers students the opportunity to research, investigate and analyse their findings on a topic of their choosing. The qualification is deliberately designed to ensure that the topics are not those covered by A level courses. Students are required to undertake extensive independent research which will include a variety of types of source material. These sources may include: online material, documentaries, interviews with experts in a particular field and the results of surveys constructed by the student. These are examples, only, and source material will not be limited to these.

Students will undergo foundation training in the first half of the Autumn term in Year 12, designed to equip the students with the necessary skills, before embarking upon their research and project. Each student will be assigned a 'supervisor' who will be their contact throughout the course. Whilst the supervisor will listen and offer guidance, it is important to appreciate that the project is the individual work of the students. There is no subject tuition. There are three key elements to the EPQ:

Logbook:

All considerations, actions and research are logged, with students receiving tuition in how to use the Project Qualification web-based logbook to record the development of their project.

Project:

A 5,000 word project, with detailed footnotes and bibliography, which addresses the chosen topic title.

Presentation:

A 10 minute presentation, followed by a 'question and answer' session of a similar duration, delivered to an audience.

TIMELINE

ASPECT	TIMING
EPQ awareness and introduction Skills-based training	Autumn Year 12
Research Log book completed on a regular basis Project undertaken and completed Ongoing supervision with a specific member of staff assigned to supervise	Spring Year 12 to Autumn Year 13
Presentation of project findings	Spring Year 13
The overall project, including all three components, will be sent for external moderation	Year 13 May

LOOKING FURTHER AHEAD

Students have the opportunity to examine topics of a personal interest which may well have a connection to what they are aspiring to study at university. The EPQ seeks to develop their independent learning, requiring students to be self-motivated and to appreciate the importance of objective reasoning and analysis. Whilst not directly related to traditional A level subject learning, the skills developed and acquired complement their Sixth Form study and will guarantee that they are better prepared for the working environment in Higher Education.

The qualification is worth half of that of the A level and is awarded the UCAS tariff commensurate with this level. It is a qualification which is recognised and greatly valued by universities with the Russell Group placing a very high value upon the skills it seeks to develop in students.

It is important to recognise that the EPQ is not suitable for all students. It is a very demanding qualification which is undertaken at the same time as a student is studying for A levels and/or the IELTS qualification. Accordingly, students wishing to undertake the EPQ have to satisfy the following requirements:

- A/A* grade in English Language IGCSE, or minimum Level 7 grade at English Language GCSE
- A proven track record of consistently very high effort grades over the course of Years 10 and 11
- Where possible, has shown the propensity to be a strong independent learner
- Will be considered able to balance the demands of A level study with the time and work needed to undertake the EPQ course successfully

LEADERSHIP

The rich variety of our Sixth Form programme offers a solid platform for the development of leadership skills. Taking responsibility is an important aspect of Sixth Form life at Royal Russell.

Our senior students are encouraged to act as role models and play a significant part in helping to run the School whether as School Prefects, House Prefects, Subject Ambassadors, Mentors or members of the Sixth Form Committee. Training and support is provided for developing skills of teamwork and collaboration, communication and presentation, as well as problem solving and creative thinking. Self-motivation and good self-discipline are further vital ingredients that create strong leadership which inspires and influences others to contribute positively to our community and achieve to the highest level.

TAKE YOUR PICK:

Head Chorister
President of ICJ (MUN)
President of Security Council (MUN) Orchestra Leader
Head of Admin (MUN)
President of General Assembly (MUN)
Head of Security (MUN) Head of Barbershop
School Council Head of Press Team (MUN)
Corporal (CCF) Head of MUNT
Hheads of School
Hheads of Sport Team Captain Subject Mentor Sergeant (CCF)
Food Committee Head of Swing Band NCO (CCF)
School Prefect
House Prefect Subject Ambassador Heads of Boarding
Committee Chair (MUN)
Heads of Houses
Sixth Form Committee
Year 7 Mentor



IS FLEXI-BOARDING FOR YOU?

Life in the Royal Russell community can be very fulfilling and extremely busy. Perhaps you should consider joining our boarding community for a few nights each week to avoid those long journeys home at the end of all the activities you have been pursuing?

Flexi-boarding spaces are available for those students whose co-curricular activities finish late or start early. Please ask our Head of Sixth Form for further details.



OPPORTUNITIES IN THE SIXTH FORM

UNIVERSITY and APPRENTICESHIP PREPARATION

All students have a log in to Unifrog — an online platform with search engines for universities (in the UK, Europe, US, Canada, Asia and Australasia); apprenticeships; MOOCs and scholarships. It also offers extensive guidance on wider reading; personal statement and CV writing; and the Common Application process for US applicants.

All university and apprenticeship applications are carefully monitored by the Sixth Form team including tutors and the Head of Careers. For those considering Oxbridge, additional guidance and preparation is given via the Elite University Programme. We provide opportunities to meet with university admissions tutors at our Higher Education Evening and annual Careers Fair, as well as other events such as our NHS Evening and International Universities Fair. At the end of Year 12, students attend a Footsteps to Futures programme, which covers university and apprenticeship applications, finance, first aid, personal safety, mental health, yoga and driving.

ONGOING CAREERS SUPPORT

As well as timetabled careers lessons, our full time Head of Careers offers one-to-one guidance sessions to students, advising on the whole range of career-related opportunities and the development of transferable skills. Students are also encouraged and supported to find suitable work experience placements and are invited to “career breakfasts” led by a range of contacts in different professions, including law. Parents are very welcome to meet the Head of Careers by appointment.

INDIVIDUAL TUTORIAL SUPPORT

The House System means that you will have a tutor responsible for monitoring your progress throughout your studies. They deliver a Tutor Programme, which includes support for your health and wellbeing; advice on revision strategies; UCAS personal statement writing and interview preparation.

SOCIAL ACTIVITIES

Annual events include the Sixth Form Team Building Day in September and the Summer Ball which is held in May. These are an excellent opportunity to strengthen relationships and relax with staff and other students.



OPPORTUNITIES IN THE SIXTH FORM

ELITE UNIVERSITIES PROGRAMME

To support our students with ambitions for Oxbridge, Medicine and Veterinary Science, we run an Elite Universities Programme throughout Years 12 and Year 13. This includes:

- Weekly sessions that cover the application process; admissions test and interview preparation
- Weekly Junior and Senior “Russell Talks” that provide a forum for students to research and deliver a lunch time academic lecture to an audience of staff and peers
- Completion and presentation of an Independent Research Project in Careers lessons
- Networking opportunities with Old Russellians currently studying at elite universities
- Subject specialist interview practice both in school and with an external company in London
- The opportunity to sign up for a course in interview training with ‘Elocute!’.

TEFL COURSE

All Sixth Form students are invited to attend an after school TEFL training course, which aims to equip students with teaching methods and ideas to help people, who don’t speak English as a first language, to improve their proficiency. Once they have completed the training, they will be qualified to teach English as a foreign language.

Many of the students who take this course use the certificate to go and teach overseas. Others use it to stay in the UK to teach privately, at summer schools or as part of a scheme run by their local authority.

DRIVING CLUB

Royal Russell School is extremely keen to promote safe driving and runs the Royal Russell Young Drivers' Club which is supported by Croydon Council and JEDS Driving School.

This is a unique opportunity for our Sixth Formers to prepare for their Theory Tests using a range of resources including hands-on experience in the safety of our school grounds. Once they have passed the Theory Test, they may then take advantage of reduced rates in practical lessons.

The ten-week-theory-course is provided by the JEDS Driving Instructor Team. Students are given the opportunity to drive off road, using areas of the school grounds that are located around the perimeter of the School. Our aims are to introduce our students to good practices and driving safely. The course allows each student to build up their awareness and knowledge in a professional environment. The course is enhanced by established and fully qualified driving instructors whose aims are to ensure a greater understanding of driving techniques and safety.

JEDS add a substantial amount of information to the package to ensure that a greater understanding of the Theory Test is achieved. A wealth of information is passed to the student to increase safety awareness and hazard perception, as well as being comfortable with the Theory Test requirements.

Courses are run throughout the year and the vast majority of our students duly pass their practical test first time.



SIXTH FORM GUEST SPEAKER PROGRAMME

The Year 12 Guest Speaker programme is designed to educate, inform and entertain but, most importantly, to encourage students to appreciate the importance of both sciences and the arts in all aspects of our lives. In so saying, it attracts a tremendously diverse range of excellent speakers.

Students really benefit from the opportunity to discuss ideas and debate with experts in their field. Previous speakers have included: Colin Nell, a football freestyler; Eryca Freemantle, well known for her campaign for the beauty industry to take a broader and more inclusive strategic position; Dr Andrew Orr from Animal Aid; Michele Collias on applying for international universities including the USA; Claudine Reid MBE about social enterprise; and the National Citizen Service on 'The Challenge'.

ABOUT HENRY MAYBURY

Henry has become a regular speaker at our Sixth Form Assemblies. He was bullied at school, he watched his parents go through a divorce and the dream of a sporting career was short lived when he was diagnosed with arthritis. The biggest tragedy for Henry was when he watched his older brother Tom pass away after a ten year struggle with alcohol. The death of his brother left Henry feeling devastated and lost, so he decided to pour out his thoughts and feelings into poetic verse and thus the song 'Lost Days' was born. This song became an internet sensation with over a million views on YouTube. This has since resulted in Henry becoming a part of a school and prison program where he attends and performs his music and speaks about the dangers of addiction.



ABOUT ERYCA FREEMANTLE



Eryca Freemantle is well-known in the global circles of health, beauty and makeup, particularly for her campaign for the beauty industry to take a broader and more inclusive strategic position by 'Embracing all Tones of Women'.

As an ambassador for Professional Beauty GCC and international contributor to Professional Beauty and Scratch magazines she is in demand across the globe and was recently featured in Forbes magazine.

Eryca has presented at many international events, including Professional Beauty UK, UAE and South Africa, Olympia Beauty UK, Beauty World UAE, Makeup Ghana, Beauty Africa and SWAA in Nigeria amongst others.

ABOUT EMMA COLE

Emma Cole has been diagnosed HIV positive since 1991 and has chosen to speak publicly about living with HIV for over 25 years.

In that time she has undertaken over 2,500 public speaking engagements to a wide variety of audiences. She launched her "Positive Voice" Education and Awareness talks to schools in 2002.

Emma made a decision after her diagnosis that she was going to speak out publicly as an HIV positive woman in an attempt to breakdown the misperceptions that many had, and still have about HIV. In delivering her Positive Voice talks she not only continues that commitment but also can now bring the perspective of a long-term survivor.



ART AND DESIGN

EDEXCEL: A LEVEL ART AND DESIGN

INTRODUCTION

This course encourages students to develop:

- Intellectual, imaginative, creative and intuitive powers
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and judgement
- An understanding of the relationships between art and artists and an awareness of the contexts in which they operate
- Knowledge and understanding of art, craft and design in contemporary societies, and in other times and cultures.

COURSE CONTENT

COMPONENT	ASSESSMENT	DURATION	WEIGHTING
Component 1 Personal Investigation	A body of practical work plus an essay produced in response to a theme chosen by the Art Department.	5 Terms	60%
Component 2 Externally Set Assignment	A body of work showing development of ideas, based on a student's chosen starting point, from a given theme	Approximately 8 weeks of preparation time followed by a 15 hour exam, over 3 days	40%

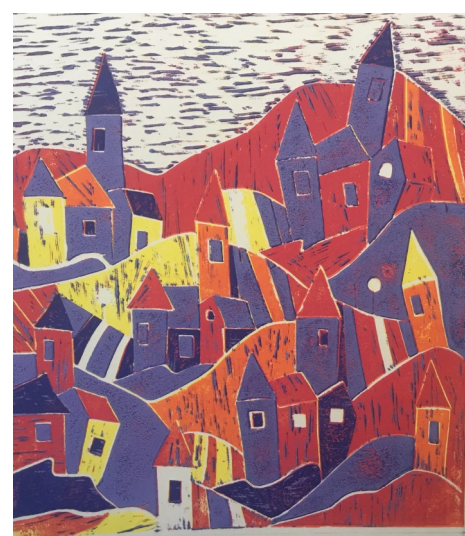
ASSESSMENT CRITERIA

Develop	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
Explore	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
Record	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
Present	Present a meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

LOOKING FURTHER AHEAD

Art can open the door to careers in Graphic Design and Communication, Advertising, Furniture Design, Jewellery Making, Photography, Architecture, Interior Design, Textile Design, Fashion Design, Surface Pattern Design, Web and Game Design and many more.

From last year's Art A level group pupils have gone on to attend Leeds university and UAL to study art, digital media and film.



BIOLOGY

OCR: A LEVEL BIOLOGY

INTRODUCTION

Biology A level is a challenging and stimulating course, building and extending the topics covered at IGCSE. Many topics are studied in great detail including ecology, cell biology, genetics, respiration, conservation and diseases. The course includes practical work throughout the 2 year course and students attend a field trip during Year 12 allowing pupils to gain experience of studying the ecology of different habitats.

If a deeper understanding of how living things work, interact and survive interests you then A level Biology is for you.

At Royal Russell we follow the OCR A level course which is a two-year linear course.

COURSE CONTENT

MODULE	CONTENT	ASSESSMENT	WEIGHTING
Module 1	Development of Practical Skills	Biological processes (01) 100 marks 2¼ hours, written paper	37%
Module 2	Foundations in Biology		
Module 3	Exchange and Transport	Biological diversity (02) 100 marks 2¼ hours, written paper	37%
Module 4	Biodiversity, Evolution and Disease		
Module 5	Communication, Homeostasis and Energy	Unified Biology (03) 70 marks 1½ hours, written paper	26%
Module 6	Genetics, Evolution and Ecosystems	Practical endorsement in Biology (04) (non-exam assessment)	

LOOKING FURTHER AHEAD

A level Biology students have progressed to study several different Biology related subjects at university. These subjects include Medicine, Veterinary Medicine, Dentistry, Biological Sciences, Biomedical Science, Environmental Science, Biochemistry, Marine Biology, Sports Science, Pharmacy and Veterinary Nursing.



BUSINESS A LEVEL

AQA: A LEVEL BUSINESS

INTRODUCTION

Business is a very popular subject with two sets being run in both Years 12 and 13. It is a very successful subject proving to be a gateway for future studies in a wide range of business related courses at university.

Within the Department, much use is made of the extensive resources including newspapers, magazines, the latest business books, the Internet and business broadcasts on radio and television. Our students are inquisitive and are interested in the world around them.

COURSE CONTENT

Business is an exciting, academic and contemporary subject. We begin by assessing the challenges and problems faced by businesses at start up and how they can overcome them. Later, we move on to how businesses manage to grow successfully.

Students learn about business strategies and how businesses cope with change in the internal and external environment. Students sit four exams over the length of the course. There is no coursework.

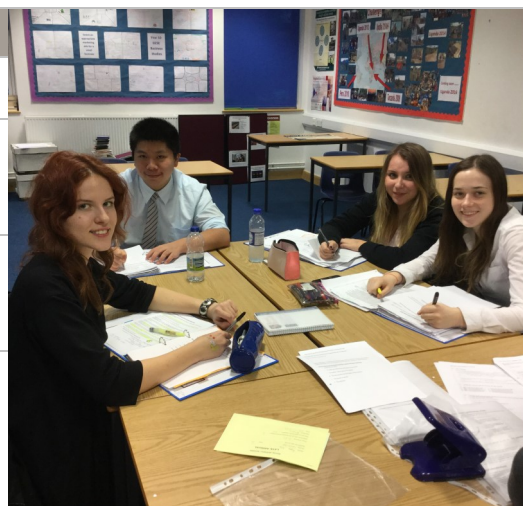
A LEVEL BUSINESS

THEME	CONTENT
1 Marketing and People	Marketing includes; market research, marketing strategy and marketing mix. People includes; recruitment and selection, organisational structure, motivation and leadership.
2 Managing Business Activities	Raising finance, financial planning and management, production and efficiency, and external factors.
3 Business Decision Making	Business objectives and strategies, business growth, decision making techniques, managing growth and change.
4 Global Businesses	Globalisation, global expansion and marketing. The role of multinational companies.

Investigating Business in a Competitive Environment - from themes 1 to 4.

ASSESSMENT

ASSESSMENT	WEIGHTING
2 hours: Based on themes 2 and 3. Data response exam with questions ranging from 2 to 20 marks.	35%
2 hours: Based on themes 1 and 4. Data response exam with questions ranging from 4 to 20 marks.	35%
2 hours: Based on all themes with questions based on pre-released research. Questions ranging from 8 to 20 marks.	30%



LOOKING FURTHER AHEAD

The majority of A level students continue to study business related subjects at university, reading at a variety of universities including; Warwick, Manchester, Loughborough, Leeds, UCL, City, Durham and Surrey.

Most areas of finance, accountancy, general management and consultancy require the study of Business at some point. Currently, Business and Economics related subjects are the most popular degree choice for Royal Russell students. The subject leads to a wide variety of careers within the business sector, including: Marketing, Accounting, Human Resource Management, Investment Banking and Public Relations.

BUSINESS BTEC

PEARSON: LEVEL 3 NATIONAL DIPLOMA IN BUSINESS

INTRODUCTION

We also offer the Extended Certificate (1 A level) and Diploma (2 A levels) in Business; There will be 4 or 8 units of work that will be graded from Pass, Merit to Distinction.

The qualification is more coursework based allowing the student to develop their research, time management and teamwork skills in particular while learning an academic subject. However, like all A level equivalent qualifications there is an exam element which needs to be passed to gain the award. If a student is making excellent progress on the course there will be the opportunity to add to the qualification and gain the Extended Diploma, which is the equivalent of 3 A levels. This will be reviewed at Easter of the first year of the course.

COURSE CONTENT

The main elements of the course are Objectives and Business Strategy, Business Finance and Accounts, Marketing, Management and Globalisation. The course is broken down into the following units:

INDIVIDUAL MANDATORY UNITS

UNIT	TITLE	ASSESSMENT METHOD
1	Exploring Business	Coursework / Portfolio - Internal
2	Developing a Marketing Campaign	Controlled Assessment - External
3	Personal and Business Finance	External Test
4	Managing an Event	Coursework / Portfolio - Internal
5	International Business	Coursework / Portfolio - Internal
6	Principles of Management	Controlled Assessment - External



The students will also complete two optional units that can extend their understanding of Marketing, Business Finance or Management. These units will be assessed internally.

Please note every piece of external assessed work needs to be passed to gain the qualification. Each assessment can be sat twice.

Extended Certificate students will sit 4 units - 3 mandatory and one optional.

LOOKING FURTHER AHEAD

Due to the broad nature of the course, there are several options for career progression from university to Higher Apprenticeships.

Currently, Business and Economics related subjects are the most popular degree courses for Royal Russell students. The subject leads to a wide variety of careers including; Marketing, Public Relations, Accounting, Human Resource Management, Banking and Events Management. Also, most areas of Finance, Accountancy, General Management and Consultancy require the study of Business at some point.

CHEMISTRY

AQA: A LEVEL CHEMISTRY

INTRODUCTION

Chemistry is the study of all materials and is vital to every aspect of life. From the moment of birth and throughout the whole of life, Chemistry surrounds us – in the air we breathe, the food we eat and the clothes we wear. Chemists extend nature to such an extent that 90% of all known substances have been created by Chemistry and would not have been known without the efforts of Chemists.

The A level course builds directly on the IGCSE. The aim of the course is twofold. Firstly, to inspire and generate future Chemists to carry on developing all those materials that make our lives comfortable. As a by-product, students will develop skills in problem solving, analysis, initiative, accuracy, numeracy and decision-making which will make them highly sought-after in an increasingly scientific and technological world.



COURSE CONTENT

The Department has devised a bespoke two-year practical Chemistry course which links closely to the AQA specification.

PAPER	ASSESSMENT	DURATION	WEIGHTING
Paper 1	Examination Paper (105 marks)	2 hours	35%
Paper 2	Examination Paper (105 marks)	2 hours	35%
Paper 3	Examination Paper (90 marks)	2 hours	30%

LOOKING FURTHER AHEAD

Moving on from last year our most recent leavers are now studying Pharmacy, Chemical Engineering, Veterinary, Neuroscience, Biochemistry, Natural Sciences as well as one reading Finance.

As well as being essential for those pursuing careers in Chemistry and other directly related courses, A level Chemistry is also required for degrees in Pharmacy, Medicine, Veterinary Medicine, Dentistry and Ophthalmology - courses which are generally oversubscribed and hence, require grades A*/A at A level.

Other non-scientific degree options include Accountancy, Law, Marketing and Management. As for other career options, these include: Crime Scene Investigators, Petroleum Chemists, Food and Drug Analysts, Pharmaceutical Chemists, Geneticists, Anaesthesiologists, Material Scientists, Chemical Engineers and Environmental Scientists.

COMPUTER SCIENCE

CAMBRIDGE INTERNATIONAL: A LEVEL COMPUTER SCIENCE

INTRODUCTION

This exciting advanced qualification gives students an excellent opportunity to investigate how computers work and how they are used to develop computer programming and problem solving skills. Students will also undertake fascinating in-depth research and practical work. For example, some of the current investigations look at JavaScript™, encryption and assembly language programming.

AIMS OF QUALIFICATION

The aims of the qualification are to encourage students to develop:

- The capacity to think creatively, innovatively, analytically, logically and critically
- An understanding of the organisation of computer systems, including software, hardware, data, communications and people
- The ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems
- Skills in project and time management
- The capacity to see relationships between different aspects of the subject, and perceive their field of study in a broader perspective
- An understanding of the consequences of using computers, including social, legal, ethical and other issues
- An awareness of emerging technologies and an appreciation of their potential impact on society.

COURSE CONTENT

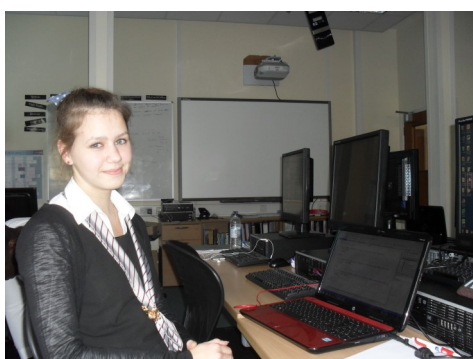
UNIT	WEIGHTING
Theory Fundamentals	25%
Fundamental Problem Solving and Programming Skills	25%
Advanced Theory	25%
Further Problem Solving and Programming Skills	25%

Note: Topics for Unit 2 and 4 include those given in pre-release materials (20% of each paper)

LOOKING FURTHER AHEAD

Computer Science is a foundational science. It provides a way to understand something that permeates almost every aspect of modern life. Information-based tools and devices are now fundamental in education, medicine, finance, communication and entertainment. None of them would have been possible without the creative energy and analytical skills of the teams of creative people that conceived, designed, and built them.

Universities tend to expect students wishing to read Computer Science to have an A level or equivalent qualification in Mathematics.



DESIGN AND TECHNOLOGY

AQA: A LEVEL DESIGN & TECHNOLOGY: PRODUCT DESIGN

INTRODUCTION

Design and Technology Product Design A level is a logical transition for students who have already found GCSE Design and Technology success. The subject complements the Sciences or can offer a rewarding contrast to the Humanities with a broad range of further educational possibilities.

The course aims to enhance student awareness of both function and aesthetics in design and to enable them to differentiate between well conceived and poorly conceived ideas. It offers a broad range of practical opportunities and allows students to develop their own design brief, in response to a context task set by the examination board for their coursework project.

COURSE CONTENT

UNIT	ASSESSMENT	DURATION	WEIGHTING
Paper One	Examination	2 hours	25%
Paper Two	Examination	2 hours	25%
Non-exam Assessment	Coursework Project	2 terms	50%

A level Design and Technology carries on from GCSE, but because students have a broader understanding and knowledge base, it allows greater emphasis on commercial awareness and industrial design. Students will learn how industrial designers operate and will come to appreciate how an understanding of industrial manufacture leads to more effective and innovative design.

During the course, students will complete a coursework task, which is a non-exam assessment. The design context for the tasks will be set by the exam board each year and students will develop their own design brief in response to a real client need and input throughout their projects. Each project will be treated as a business proposition, requiring feasibility studies and informed decisions at every stage of development. Budget constraints, production scale, ergonomics and environmental factors will all exist as hurdles to be overcome in this exciting and creative path to a new product.

The portfolio work is supported by theory sessions, in many cases delivered through practical experiences, which relate directly to the written examination papers, sat at the end of the course.

LOOKING FURTHER AHEAD

An A level in Design and Technology could lead, in its own right, to any design career in industry whether it be Product Design, Fashion Design, Architecture or Engineering. From past years, Joe went to read Architecture at London Met, and from previous years, Skanda is studying Mechanical Engineering at Dundee, and Alex has gone on to study Environmental Science at Hobart and William-Smith in New York.



DRAMA AND THEATRE STUDIES

AQA: A LEVEL DRAMA AND THEATRE STUDIES

INTRODUCTION

Studying Drama and Theatre Studies at A level is not just for those who wish to act professionally or read Drama at university. Key life skills are developed such as, confidence in presenting, the ability to communicate clearly and effectively and becoming adept at problem solving and team work. This is of course, alongside the many subject specific benefits: acting skill and knowledge, the development of historical and cultural changes from the Greeks to modern day and how they have influenced theatre. Alongside a diverse and varied knowledge of practitioners and influential theatre companies.

AIMS

- Develop their interest and enjoyment in Drama and Theatre both as participants, and as informed members of the audience
- Develop an understanding and appreciation of the significance of social, cultural and historical influences on the development of Drama and Theatre throughout history
- Experience a range of opportunities to develop a variety of practical skills, through workshops and live theatre visits
- Integrate theory and practice through their understanding of critical concepts and the use of specialist terminology.

COURSE CONTENT

COMPONENT	ASSESSMENT
1 – Theatre Workshop = 20% Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Learners must produce: <ul style="list-style-type: none">• a realisation of the performance or design• a creative log.	Non-exam assessment: internally assessed, externally moderated Learners will be assessed on either acting or design.
2 – Text in Action = 40% Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC: <ol style="list-style-type: none">1. Devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.2. Performance of an extract from a text in a different style chosen by the learner Learners produce a process and evaluation report within one week of completion of the practical work.	Practical exam performance with written evaluation Externally marked by visiting examiner.
3 – Text in Performance = 40% Sections A and B Open book: Clean copies of two complete texts chosen must be taken into the examination. Two questions, based on two different texts, one written pre-1956 and one written post-1956. Section C Closed book: A question based on a specified extract from: The Curious Incident of the Dog in the Night-Time. Details of the 10-15 minute extract will be released during the first week of March, in the year in which the examination is to be taken.	Written paper: 2 hours 30 minutes Marked by WJEC

LOOKING FURTHER AHEAD

Whichever path a student chooses to follow, an employer or university will recognise the importance of A level Drama because of the transferable skills it offers. Students develop the confidence to speak and present in front of others and work effectively and creatively in a team as well as having a broad knowledge base.

ECONOMICS

EDEXCEL: A LEVEL ECONOMICS

INTRODUCTION

Economics tries to answer many everyday questions:

Why do you have to pay tuition fees for university? Why did Apple launch their own music streaming service? Why do footballers earn more than firefighters? Will the Conservative government's benefit reforms succeed in getting people back to work? Why is Singapore more economically developed than Nigeria?

Basic economic concepts can be used to analyse a wide range of issues and it is vital that the student has an interest in current UK and world economic issues.

WHAT WILL I LEARN?

- In Theme 1, you will learn about how markets work and what happens when they do not work so well
- In Theme 2, you will learn about how the economy works in booms and recessions
- In Theme 3, you will learn how businesses compete and set prices, how the job market works and how competition can be encouraged
- In Theme 4, you will learn about globalisation and international trade, how economies develop, financial markets and the public finances.

A LEVEL ASSESSMENT

PAPER	ASSESSMENT	DURATION	WEIGHTING
Paper 1: Markets and Business Behaviour	Written exam: multiple choice, short answer questions, data response and extended open - response	2 hours Paper 1 will assess from Themes 1 and 3	35%
Paper 2: The National and Global Economy	Written exam: multiple choice, short answer questions, data response and extended open - response	2 hours Paper 2 will assess from themes 2 and 4	35%
Paper 3: Microeconomics and Macroeconomics	Data response including an extended open - response question	2 hours Paper 3 will assess across all 4 themes	30%

WHAT SKILLS WILL I DEVELOP?

Economics enhances:

- Numeracy - understanding economics requires a reasonable level of numeracy to interpret data and graphs
- Analytical skills - a good economist will analyse economic data, interpret graphs and tables, identify trends and explain these using economic theory
- Communication - good economists will be able to think logically and to write good quality English
- Independent research - the ability to discuss and give opinions on current UK and international news stories.

LOOKING FURTHER AHEAD

Careers in finance are the most common destination for those who go on to study an Economics related degree, which maybe the reason that Economics is the second most highly paid graduate subject. However, Economics is a highly respected course that fits well with a many other subjects and can lead to a wide variety of careers in business, government, education or the charitable sector.

ENGLISH AS AN ADDITIONAL LANGUAGE

UNIVERSITY OF CAMBRIDGE: IELTS ACADEMIC MODULE

OVERVIEW

The aim of the English as an Additional Language Department is to teach students English and to help them reach a level with which they can:

- Successfully follow their courses in other subjects
- Integrate fully into the life of the School
- Prepare for A levels and EAL examinations.

All students receiving English as an Additional Language (EAL) tuition study the grammatical and lexical systems of English and practise the skills of listening, reading, writing and speaking.

The EAL Department aims to teach the students to speak and write accurately, clearly and confidently in an appropriate style for a given context.

Written work should have good structure, punctuation and spelling, and should be well presented.

Students should be able to communicate accurately, effectively and appropriately in a variety of speaking and listening situations and should be able to follow both verbal and written instructions correctly.

Support is also given with specific areas of vocabulary for subjects such as Business, Science and so on. The EAL Department liaises closely with the other Departments in order to provide this support.

In Year 12, students requiring an English qualification to enter a British university are prepared for the **University of Cambridge/British Council IELTS Academic Module**, which is recognised and accepted as an English Language qualification by universities and colleges all over the world. The module consists of Listening, Reading, Writing and Speaking sections which are equally weighted to give an Overall IELTS Band with a maximum score of 9.0.



ENGLISH LITERATURE

AQA: A LEVEL ENGLISH LITERATURE

INTRODUCTION

The course aims to teach students:

- To enjoy reading widely, independently and critically
- To explore how texts are constructed and appreciate authorial craft
- To evaluate the social, cultural and historical conditions of the time in which the text was produced
- To assess textual evidence and make confident judgements about characters, themes and wider ideas
- To express opinions and construct arguments in clear and dynamic English
- To think outside the box, to debate ideas in lessons and to work with others in a fun, intellectually stimulating environment!

English Literature is a fascinating subject which teaches exceptional written and verbal communication skills and prepares students for an enormous range of exciting careers, such as: Marketing, Publishing, Advertising, Law, Teaching, TV and the Media and many, many more!

COURSE CONTENT

Paper 1: Love Through the Ages (40%)

Shakespeare: Students will study a Shakespeare play in detail and be required to write an analytical response based on an extract in the examination.

Unseen Poetry: Students will be given two unseen poems to respond to and will be asked to compare and contrast them in the light of a critical comment.

Comparing Texts: Students will study two texts: one poetry anthology which is pre-1900 and one prose text (this year our students have studied *The Great Gatsby*) and compare the two.

Paper 2: Texts in Shared Contexts (40%)

Students will study three texts: one prose, one poetry and one drama. The exam will include an unseen prose extract. Here are some themes students will explore: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism; engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.

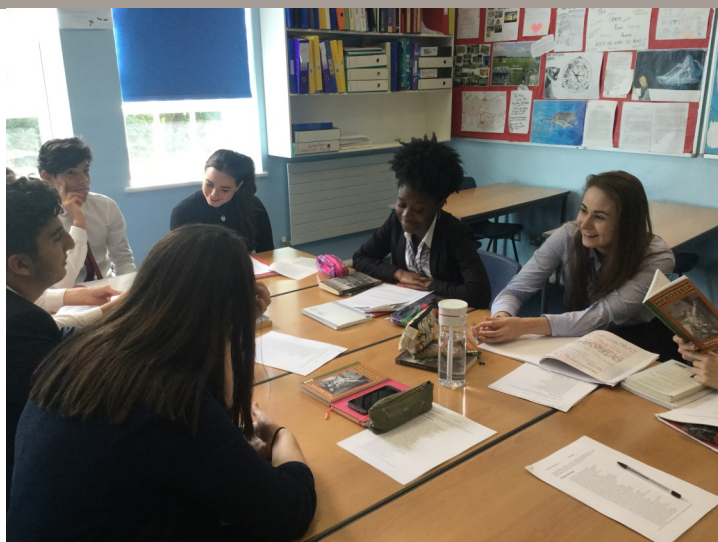
Paper 3: Coursework (20%)

Students will also write an extended coursework essay which will be a critical comparison of two texts. Students will study one with their teacher and the second text is the student's own free choice! We hope that they will enjoy the independence this will provide them with - it will be like being in university!

LOOKING FURTHER AHEAD

Students who studied English Literature A level have gone on to undertake many exciting things across a range of fields. From amongst last year's cohort:

Max went to read English at Leeds, and Emily went to Newcastle to study English Literature with Creative Writing.



GEOGRAPHY

WJEC: A LEVEL GEOGRAPHY

INTRODUCTION

Geography A level is an exciting and dynamic course relevant to the world we live in today. It is a popular A level subject as it combines successfully with both the Humanities and Sciences. It encourages students to think holistically about the physical and human aspects of Geography and will develop one's ability to collect and analyse data in scientific enquiry, to develop a range of core skills and to improve your decision making about engaging current issues.

We follow the WJEC (Eduqas) exam board which covers core topics of physical and human geography, but also offers the flexibility of choice in second year modules and includes an individual study on a geographical issue.

The Department offers a wide range of additional opportunities including Royal Geographical Society membership, lectures, competitions and a variety of trips.

COURSE CONTENT

The course is divided into 4 components, summarised below:

YEAR	CONTENT	ASSESSMENT	DURATION	WEIGHTING
1	Component 1 - Focusing on Glacial landscapes and changing places.	Examined through data response and extended writing questions.	1¾ hours	20.5%
1	Component 2 - Focusing on water and carbon cycles, global governance (oceans and migration) and challenges in the 21 st century.	Examined by data response and extended writing and a decision making element.	2 hours	27.5%
2	Component 3 - Focusing on tectonic hazards and a choice of two from four modules: Ecosystems; Economic Development; Energy Challenges; Weather and Climate.	Examined through 2 essays and one extended response question.	2¼ hours	32%
2	Component 4 - Independent Investigation.	With a 3,000-4,000 word limit essay.	n/a	20%

LOOKING FURTHER AHEAD

- Jane Gou scored an A* and went onto study at UCL
- Mingxuan Qin scored a B and went onto study Anthropology at UCL
- Teo Grimshaw went onto study Environmental Science at UEA



HISTORY

EDEXCEL: A LEVEL HISTORY

INTRODUCTION

Do you like to argue your point effectively? Do you like to solve problems? Are you interested in why the world is how it is today? If so, then History is the subject for you.

ROUTE F: SEARCHING FOR RIGHTS AND FREEDOMS IN THE TWENTIETH CENTURY

Students will study: Paper 1, Option 1F: In search of the American Dream: the USA, 1917-96 and Paper 2. Option 2F: South Africa, 1948-94: from apartheid state to 'rainbow nation'. The options in Route F are linked by the common theme of a search for rights, freedoms and greater equality during the twentieth century. Students also study Britain: losing and gaining an empire, 1763–1914 and undertake research coursework on the Russian Revolution.

COURSE CONTENT

UNIT	CONTENT	ASSESSMENT	DURATION	WEIGHTING
1F	BREADTH STUDY WITH INTERPRETATIONS <i>In search of the American Dream: the USA, c1917–96</i>	The examination lasts 2 hours 15 minutes and is marked out of 60. Students answer three questions: one from Section A, one from Section B and one from Section C.	2¼ hours	30%
2F.2	DEPTH STUDY <i>South Africa, 1948–94: from apartheid state to 'rainbow nation'</i>	The examination lasts 1 hour 30 minutes and is marked out of 40. Students answer two questions: one from Section A and one from Section B.	1½ hours	20%
3 Opt 35.1	THEMES IN BREADTH WITH ASPECTS IN DEPTH <i>Britain: losing and gaining an empire, 1763–1914</i>	The examination lasts 2 hours 15 minutes and is marked out of 60. Students answer three questions: one from Section A, one from Section B and one from Section C.	2¼ hours	30%
4	Coursework - <i>The Russian Revolution</i>	Students carry out an independently-researched enquiry requiring them to analyse and evaluate historical interpretations. It is recommended that students write between 3,000 and 4,000 words for their assignment. It is marked out of 40.		20%

ENRICHMENT

There are opportunities for Sixth Form students to join the Historical Society, take part in debates and attend conferences led by historians. Previous speakers include David Starkey, John Guy, Richard Evans and Robert Service. We also run residential trips. In 2017 A-level students visited New York and Washington D.C and in July 2019 there is a trip planned to St Petersburg and Moscow.

LOOKING FURTHER AHEAD

Some of the careers for which History is useful include:

Law, Tourism, TV work, Police work, Town Planning, Environmental work, Conservation, Building Restoration and Journalism.

Previous Students:

Last Year's cohort achieved 100% A*-C, 91% A*-B, 36% A*-A grade.

2017-2018 cohort (first year of new specification) achieved 100% A-B, 67% A grade.

Destinations of previous students include:

Anna read History at Cambridge University.

Bartholomew studied at l'Institut d'Etudes Politiques de Paris

Georgia is now reading History at the University of East Anglia.

Uzair is now reading History at SOAS.

Ella is now studying Journalism at Leeds University.

Meera is now reading History at Warwick University.

MATHEMATICS

EDEXCEL: MATHEMATICS & A LEVEL FURTHER MATHEMATICS

INTRODUCTION

Mathematics is a popular choice at A level, with around 90 students studying the subject. For many students it plays a complementary role, supporting their studies in Physics, Business or other subjects. Others study Mathematics because they find it interesting, enjoyable and because they happen to be good at it.

Students will find the course challenging but stimulating. It does require consistent hard work, but opens up many future opportunities for students. Algebra skills need to be strong from the start of the course.



COURSE CONTENT AND ASSESSMENT

Broadly the A level in Mathematics is split into three areas:

- 1 Pure Mathematics (e.g. algebra, trigonometry and calculus)
- 2 Statistics (e.g. averages, standard deviation, histograms) and
- 3 Mechanics (e.g. forces, friction and physical laws).

Both A level Mathematics and Further Mathematics are heavily weighted towards Pure Mathematics. Three exam papers at the end of Year 13 (all compulsory). Two Pure Maths papers of two-hours each in length and one Applied Maths paper of two hours comprising a one-hour Statistics section and a one hour Mechanics section.

A LEVEL FURTHER MATHEMATICS



Additional study of pure and applied mathematics at a deeper level.

Two compulsory Further Pure Maths papers of 90 minutes and two option papers of 90 minutes each.

At Royal Russell we will be preparing students for the Further Mechanics and Further Statistics papers.

ENRICHMENT AND SUPPORT

We offer a weekly A level Maths Clinic on a Friday between 4:00 - 5:00pm as well as a programme of co-curricular revision classes during holidays and during Study Leave. Double Maths students have the opportunity to take part in the UK Senior Maths Challenge, Regional Team Maths Challenges and attend an A level Mathematics enrichment day held at London University. Individual support is offered to students who need to take Maths entrance papers for specific top universities.

LOOKING FURTHER AHEAD

An A level in Mathematics is an entry requirement for many degree courses. Many of our students gain places to study Mathematics, Finance and Engineering at university. Last year Ola won a place at Cambridge to read Mathematics. An A level Mathematics is also regarded by many employers as providing a good base for a range of careers, including Finance, Insurance, Actuarial work, Accountancy and Engineering.

MEDIA STUDIES A LEVEL

EDUQAS: A LEVEL MEDIA STUDIES

INTRODUCTION

Media Studies is an exciting and dynamic subject which investigates the roles that newspapers, films, television, online media, advertising and the music industry play in society. Students can expect to learn how to analyse a wide range of media products ranging from the 1950s to present day and to create their own. The subject will appeal to creative and practical students, as well as those with an interest in the society in which they live.



COURSE CONTENT

The Media Studies A Level consists of two externally assessed examinations (worth 70% of the course) and a cross-media, non-exam assessment component (worth 30% of the course). The NEA will require students to learn Final Cut Pro and Photoshop in order to create their own film, television or music marketing project based on research into those industries. Students' NEA production work is always showcased at our annual Roscars awards where we celebrate the students' achievements.

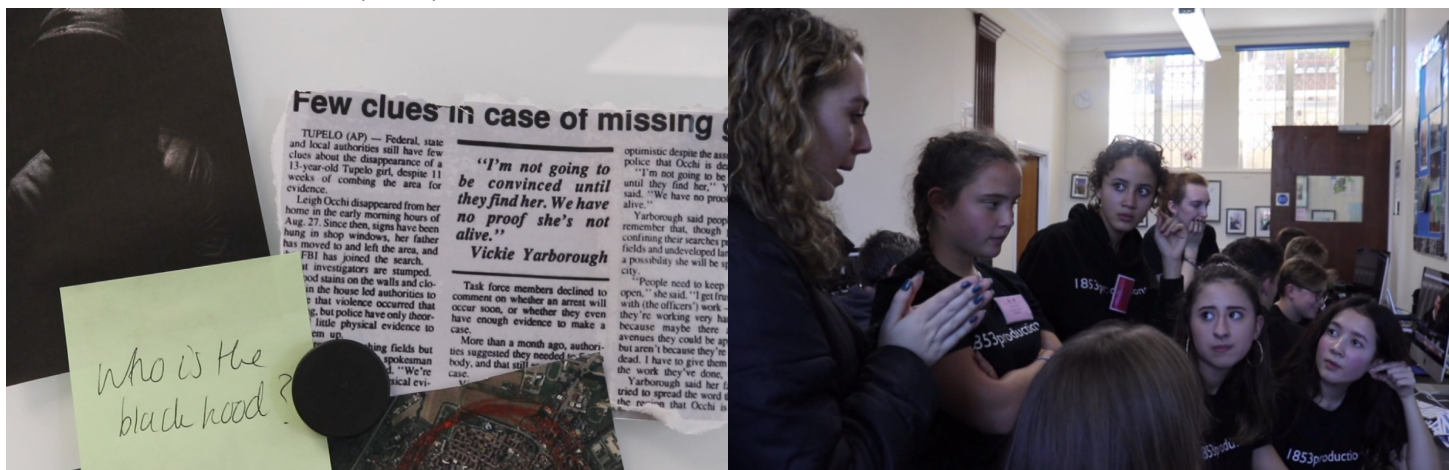
Examples of some of the set texts studied for the Component 1 and Component 2 examinations:

Component 1:

- Tide print advertisement (1950s)
- Kiss of the Vampire film poster (1963)
- The Daily Mirror and The Times (2019)
- Black Panther (2018) and I, Daniel Blake (2016)
- Late Night Woman's Hour (2019)
- WaterAid advertisement (2016)

Component 2:

- Life On Mars (2006)
- The Bridge (2015)
- Vogue (1965)
- The Big Issue (2016)
- Zoella (2019)
- Attitude (2019)



ENRICHMENT AND EXTRA CURRICULAR

Our Media Studies students are an integral part of the leadership of our 1853 Productions team. 1853 Productions are responsible for all moving image content used in school events such as assemblies, the MUN conference and filming and editing all the videos used for Royal Russell Day.

The department also enjoys hosting guest speakers from the industry who share their experiences and knowledge with our students; this year we were privileged to host guest speakers from the Daily Mirror and Attitude magazine.

LOOKING FURTHER AHEAD

Every year, our pupils successfully apply to some of the best universities in the country. Those who continue studying Media progress to the most prestigious courses which feed the film, television and advertising industries. For example, several of our students have undertaken Media degrees at Bristol, the University of the Arts in London and Bournemouth University.

MEDIA STUDIES BTEC

PEARSON: LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN DIGITAL FILM AND VIDEO PRODUCTION

INTRODUCTION

The National Extended Certificate in Digital Film and Video Production is an exciting course which will allow students to harness both their academic and creative sides and engage in a course which is predominantly coursework based with an external examination.

The course will require students to critically analyse media texts, research into audiences and relevant industries and to produce their own texts based on their research, planning, production and post production.

The Extended Certificate will allow students to explore the varied media and film industries and create moving image texts which they will submit as part of their coursework assessment and that will form the basis of their portfolio which they can use for university degree applications and a career in the media industry.

COURSE CONTENT

- **Mandatory units:** There are two mandatory units, one internal and one external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.
- **Optional units:** Learners must complete at least three optional units and achieve at least two.

UNIT CHOICES

Pearson BTEC Level 3 National Extended Certificate in Digital Film and Video Production				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units group A – learners complete and achieve all units				
3	Digital Media Skills	120	Mandatory and Synoptic	External
10	Film Production – Fiction	60	Mandatory	Internal
Optional units group B – learners complete three units				
18	Storyboarding for Digital Media	60	Optional	Internal
19	Scriptwriting	60	Optional	Internal
20	Single Camera Techniques	60	Optional	Internal
21	Film Editing	60	Optional	Internal
23	Stop Motion Animation	60	Optional	Internal
24	Sound Editing	60	Optional	Internal
25	Sound Recording	60	Optional	Internal
35	Multi Camera Techniques	60	Optional	Internal
36	Lighting Techniques	60	Optional	Internal

LOOKING FURTHER AHEAD

The Extended Certificate will allow students to explore the varied media and film industries and create moving image texts which they will submit as part of their coursework assessment and that will form the basis of their portfolio which they can use for university degree applications and a career in the media industry.

MODERN LANGUAGES: FRENCH, GERMAN AND SPANISH

EDEXCEL: A LEVEL FRENCH, GERMAN, SPANISH

INTRODUCTION

WHO IS THIS COURSE SUITABLE FOR?

If you are interested in languages and communication, and you enjoy learning about other cultures and ways of life, these courses are suitable for you. Similarly, if you are interested in the business world, in travel and tourism, in literature, or in journalism and the media, then studying a Modern Language will be of great benefit.

There are a number of opportunities, within the course, where you can choose your topics or questions to suit your interests. Whether you want to use language for work, for further study, training or for leisure, this course will equip you with the necessary skills and knowledge.

CANDIDATES ARE ENCOURAGED TO:

- Join in the School Exchange, and work experience programmes
- Develop the knowledge and skills acquired at GCSE and, therefore, use French, German or Spanish in a wide range of contexts
- Gain a useful insight into another culture and reflect various aspects of contemporary society
- Enhance their employment prospects, facilitate foreign travel and experience the enjoyment and motivation of improving their linguistic skills.

ENTRY REQUIREMENTS

Level 6 or above at GCSE.

COURSE CONTENT

PAPER	DURATION	WEIGHTING
Paper 1 - Listening, Reading and Writing Candidates will answer a range of questions based on heard material and on a selection of written stimulus texts. Candidates will also need to translate an unseen passage from the target language into English without using a dictionary.	Written paper: 2 hours	40% 80 marks
Paper 2 - Written Response to Works and Translations Candidates will translate a passage from English into the target language. They will also write an essay on either one or two prescribed literary texts, or one prescribed literary text and a prescribed film.	2 hours and 40 minutes	30% 90 marks
Paper 3 - Speaking Discussion of a sub-theme with the discussion based on stimulus card containing two statements (30 marks). Presentation and discussion of individual research project (42 marks).	21 - 23 minutes	30% 72 marks

LOOKING FURTHER AHEAD

There will be a range of opportunities open to students, where they can continue to use and further develop their language skills and knowledge of contemporary society.

Some students will study degree courses in Languages; others choose to pursue a Higher Education course in another subject, but choose to take an additional language option. Last year Lucas went on to study French and Arabic at Oxford.

Having an additional language will further improve your employability. Whether you are interested in continuing your studies or working at home or abroad, a language course at A level is an excellent step towards achieving your goals.



MUSIC

EDEXCEL: A LEVEL MUSIC

INTRODUCTION

Music A level provides opportunities for students to develop a range of skills, knowledge and understanding in music, embracing creative, interpretative, historical and analytical aspects of the subject. Music is also a context for personal growth through the diversity of serious study in music, and thereby promotes academic independence and self-discipline, broadens intellectual and emotional responses, stimulates critical discrimination and heightens social and cultural awareness.

It is expected that students will be continuing one-to-one music tuition throughout the A level course, and that they will have a knowledge of Music Theory up to Grade 5 standard.

COURSE CONTENT AND ASSESSMENT

Performing (30%) At the end of the two-year course, candidates will be required to give a performance of an 8 minute recital, which will be recorded. This can include solo, ensemble, improvisation and music technology elements.

Composing (30%) Two compositions (totalling 6 minutes in length) are required for this element of the course. One composition must be from a brief (set by the board) which assesses compositional techniques. The other composition can either be a free composition, or from a brief set by the board.

Appraising (40%) A two-hour paper including listening and essay questions related to set works, which are studied over the two years. They come under the following categories: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions.

LOOKING FURTHER AHEAD

Recent students have progressed to study Music at a range of higher education establishments, including Conservatoires. The course also provides opportunities to develop strengths and interests leading to music related and other careers. Last year Lily went to the Trinity Laban Conservatoire of Music and Dance.



MUSIC TECHNOLOGY

EDEXCEL: LEVEL 3 ADVANCED GCE IN MUSIC TECHNOLOGY

INTRODUCTION

The Music Technology course has a distinctly different focus from the Music A level course. Topics covered include music recording and production techniques, sound and audio technology and how the development of technology changed with and influenced popular music. If you're more Pharrell Williams than John Williams, this could be the course for you!

AIMS



During the course, students learn to how produce their own recordings and compositions using advanced features of Logic Pro® in both the computer suite and the recording studio. Students will also build an understanding of the technical processes and principles that underpin effective use of music technology and learn about the development of popular music from the early 20th century through to the present day.

This course will be particularly well-suited to students who are already performing, writing or producing their own music.

ENTRY REQUIREMENTS

- Ideally, GCSE Music at 5 or above. If you have chosen not to take GCSE Music, please discuss your previous experience with a member of the music department.
- An active interest in producing music using technology, including recording musicians and composing using Logic Pro®
- The desire to learn about a diverse range of popular musical genres including jazz, rock, disco, reggae, dance, commercial pop and music for media, game and film.
- A basic level of keyboard skill and music theory knowledge.



COURSE CONTENT

UNIT	ASSESSMENT	DURATION	WEIGHTING
1: Produce a 3-3.5 minute recording of a pop song, to include 7 different instruments. Submitted with accompanying logbook.	Non-examined assessment (NEA); externally marked.	Coursework to be completed in Year 13	20%
2: Produce a 3-minute composition using synthesis, sampling and creative use of effects. Submitted with accompanying logbook.			20%
3: Listening and Analysing exam , including analyzing unfamiliar popular music recordings and extended essay questions.	Written examination with audio CD	1½ hours	25%
4: Producing and Analysing exam , in which students are required to edit audio and MIDI files as per the examination instructions, and complete an essay focusing on a particular technological effect, hardware unit or mixing scenario.	Written/practical examination	2 hours and 25 minutes	35%

LOOKING FURTHER AHEAD

Following the Music Technology course, you may wish to progress to a college course or degree in Music Technology or Sound Production. Careers within Music Technology include Record Producing, Sound Engineering and Composing for TV, film, computer games and teaching. Previous students have gone to Leeds College of Music to study Music Production.

PHOTOGRAPHY

EDEXCEL: A LEVEL PHOTOGRAPHY

INTRODUCTION

Photography is offered as an Art and Design A level endorsement. Through themes such as portraiture, landscape, still life and documentary, students will have the opportunity to develop personal responses creating work using a range of photographic media, techniques and processes. Students are taught both traditional and new technologies building up a portfolio of artwork. Students will be assessed through the 4 assessment objectives which have equal weighting.

COURSE CONTENT

We have skilled, highly trained staff and good facilities for delivering the subject successfully. The course is very exciting, allowing students the opportunities to:

- Explore elements of visual language, line, form, colour, pattern and texture in the context of Photography
- Respond to an issue, theme, concept or idea
- Discover appreciation of viewpoint, composition, depth of field and other photographic techniques
- Be able to discern appropriate use of camera, film, lenses, filters and lighting.

During the course, students are exposed to how ideas, feelings and meanings can be conveyed using photography, the historical and contemporary development and different styles and genres.

COMPONENT	ASSESSMENT	DURATION	WEIGHTING
Component 1 Personal Investigation	A body of practical work plus an essay produced in response to a theme chosen by the Art Department.	5 Terms	60%
Component 2 Externally Set Assignment	A body of work showing development of ideas based on student's chosen starting point from a given theme.	8 weeks of preparation time followed by a 15 hour exam	40%

ASSESSMENT CRITERIA

Students will be assessed to these criteria. They must:

Develop	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
Explore	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
Record	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
Present	Present a meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

LOOKING FURTHER AHEAD

Students can progress to foundation courses leading to degrees in Art, Craft, Design, Architecture and Film. Photography is useful for studying Media, Journalism, Web Design, and Museum and Gallery education. Last year's Photography graduates from Royal Russell achieved 50% A* or A grades.

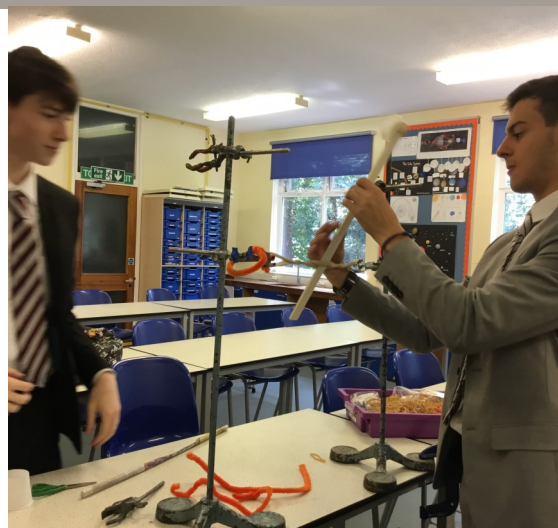


PHYSICS

CIE: International A LEVEL PHYSICS

INTRODUCTION

Physics is not just for physicists! Physicists are most shortage subject specialist in the work place and beyond. A level physics prepares you not just for careers in sciences, engineering, computing and researching the fundamentals of the universe, it is the most intense preparation for careers that need high level thinking skills, problem solving and analytical processing. Physics opens doors to high level careers working in areas such as logistics and financial institutions in the City as well as other well paid jobs. In addition to making you highly competitive in the employment world, it leads to answering some of the fundamental questions of the Universe. What are we? where do we come from? Where are we going? The nature of existence and how can we save the world from global warming etc. It is for the curious and for people with imagination. You will develop your mathematical and practical skills as well as learning problem solving strategies as you study this subject.



COURSE CONTENT

1	Mechanics	7	Waves nature and behaviour
2	Electric Circuits	8	Thermodynamics
3	Gravitational, Electric and Magnetic Fields	9	Electrical applications
4	Nuclear physics & Radioactivity	10	Cosmology
5	Materials	11	Oscillations
6	Quantum Theory		

A LEVEL EXAMINATION MODEL

Paper 1	90 marks, topics 1-5	30%
Paper 2	90 marks, topics 6-12	30%
Paper 3	120 marks, all topics	40%

There is no coursework or required practical assessment. Students will have two teachers covering theory and will follow practical skills development throughout the 2 year in preparation for the practical skills exam at the end of year 13. All students have access to the Physics Olympiads and other competitions such as National Rocketry Challenge.



LOOKING FURTHER AHEAD



Our students include successful Oxbridge applicants for Maths and Engineering, as well as many others going on to Russell Group Universities for Physics, Engineering, Computing and many others.

As well as a STEM club (who won the Surrey Satro problem Solving Challenge last year), there is a Natural Sciences Society (who have been shortlisted for the National Schools Shine Media awards for their Science website/magazine).

As well as local trips, we are running visits to CERN in Geneva Switzerland as well as NASA in Houston USA.



POLITICS

EDEXCEL: A LEVEL POLITICS

INTRODUCTION

Do you enjoy a good argument? Are you interested in current affairs? Do you think the Prime Minister is doing a good job, or that the Liberal Democrat Party has good or bad policies? Are you interested in finding out more about how the UK Parliament and Judiciary work and about theories like Socialism and Liberalism? If so, Politics is for you. In Year 13, you can study Global Politics - finding out about the main international bodies like the UN, EU and NATO and then look at the international response to problems such as genocide in the Sudan, human rights abuse in Burma and poverty in the global south.

Subject highlights include:

- Small set sizes
- Plenty of opportunity to debate
- Subject never stays still
- Chance to hear top politicians speak.

ENTRY REQUIREMENTS

Enthusiasm for current affairs with a willingness to join in discussions, to argue and to keep up-to-date with the news. Students who enjoy one or more of History, Geography and Religious Studies are likely to do well.

COURSE CONTENT

UNIT	ASSESSMENT	DURATION	WEIGHTING
UK Politics and Core Political Ideas	Three essays	2 hours	33.3%
UK Government and Optional Political Ideas	Three essays	2 hours	33.3%
Comparative Global Politics	Two short essays and two longer essays	2 hours	33.3%

LOOKING FURTHER AHEAD

In the last five years, over 60% of Politics students achieved A, A* or B grades, so students should be well set to go to the university of their choice. Recently a number of students have studied Law, International Relations and Politics at university, however, the skills learnt will be useful for a wide range of courses.



PSYCHOLOGY

AQA: A LEVEL PSYCHOLOGY

INTRODUCTION

Psychology is an increasingly popular subject, which provides a link between the social and natural sciences by studying aspects of the human mind and behaviour.

Students follow the AQA Psychology A level course, which is taken over two years. The first year of the A level course provides a broad-based introduction to many of the fascinating topics in Psychology. In the second year, the course builds on prior learning and covers a range of new topics in depth for those wishing to further develop their interest and enjoyment in this exciting area of study.

COURSE CONTENT AND ASSESSMENT

Course content

A level Year 1

Paper 1 topics: Social influence, Memory, Attachment

Paper 2 topics: Approaches in Psychology, Psychopathology, Research methods

Students sit two internal written examinations on Paper 1 and Paper 2 topics, which are 1 hour and 30 minutes in duration. The exams include a mixture of multiple choice, short answer and extended writing questions.

A level Year 2

Paper 1 topics: Social influence, Memory, Attachment, Psychopathology

Paper 2 topics: Approaches in Psychology, Biopsychology, Research methods

Paper 3 topics: Issues and debates in Psychology, Relationships, Eating behaviour, Aggression

Students sit three written examinations of 2 hours duration on Paper 1, Paper 2 and Paper 3 topics. The exams include a mixture of multiple choice, short answer and extended writing questions. Each exam accounts for 33.3% of the A level grade.

Skills Required

A good standard of written English, suitable discussion skills and an ability to critically analyse and deal with research information logically is essential. This specification places emphasis on scientific concepts and skills and requires competence in areas of mathematics including arithmetic and numerical computation and data handling.

LOOKING FURTHER AHEAD

Last year's Psychology A level students achieved 53%A*-A, and went on to an exciting range of destinations and courses. Psychology could lead to careers in clinical or educational psychology, counselling, sport, occupational or forensic psychology. Psychology can also help those who want to enter the marketing or business world as critical thinking skills and expressing points of view are developed in this course.



RELIGIOUS STUDIES - PHILOSOPHY, RELIGION AND ETHICS

EDEXCEL: A LEVEL RELIGIOUS STUDIES

INTRODUCTION

This qualification encourages students to develop an appreciation of religious thought and its contribution to individuals, communities and societies. It does this through an enquiring, critical and reflective approach to the study of religion. This involves developing insightful evaluations of ultimate questions about the purposes of human life.

Students compare works of scholars, which enables them to reflect on and develop their values, opinions and attitudes in the light of their studies. They will research and present a wide range of well-informed and reasonable arguments, which engage profoundly with moral, religious and spiritual issues. The content builds on the understanding developed at GCSE, while also ensuring that students new to the subject are not at a disadvantage.

COURSE CONTENT

There are three Units:

Philosophy of Religion – Philosophical issues and questions; The nature and influence of religious experience; Problems of evil and suffering; Philosophical language; Works of scholars; Influences of developments in religious belief.

Religion and Ethics – Significant concepts in issues or debates in religion and ethics; A study of three ethical theories; Application of ethical theories to issues of importance; Ethical language; Deontology, Virtue Ethics and the works of scholars; Medical ethics: beginning and end of life issues.

Christianity - Beliefs, values and teachings; the Bible and Jesus; Practices that shape and express religious identity; Social and historical developments; Works of scholars; Religion and society; Primary texts.

ASSESSMENT AT THE END OF YEAR 13

For each Unit there will be a 2-hour exam comprising three sections. Students answer all questions in Section A, Section B and Section C.

Section A - Two structured questions.

Section B - One two-part essay question on an excerpt, sourced from a published extracts list. Relevant extracts will be printed in the examination paper.

Section C - One extended essay question.

LOOKING FURTHER AHEAD

In recent years, up to 100% of the students have gained an A or B grade. One student, who gained full marks for one paper, went onto study Philosophy at King's College, London. Every year he returns to the School's Open Morning to persuade others to choose the subject which he loves.

If you are interested in the meaning of life and the nature of reality, or the importance for society of religion and making moral decisions, this is the course for you, whether or not you have taken Religious Studies at GCSE. The course is recognised by universities to be one that makes students engage critically with philosophical, ethical and religious issues of contemporary relevance for life in the world today. The skills of thinking logically and having to justify your views are of value throughout life. Some pupils go on to study Philosophy, Theology or Religious Studies at university.

This subject complements the study of a variety of subjects, including English, Science, Law, Psychology, History, Politics and Medicine.

Recently students attended a debate in London between Professors Richard Dawkins and Richard Swinburne.



SPORT BTEC

PEARSON: BTEC LEVEL 3 SPORT

INTRODUCTION AND COURSE CONTENT

We offer the opportunity to study the Level 3 Nationals Sport course as a single (1 A level Equivalent) or Double (2 A level equivalent) qualification. This provides our students a flexible range of qualifications that can be studied alongside other Level 3 qualifications such as A levels or other BTEC Nationals as part of a larger programme of study. They are designed for Post-16 Level 3 learners wishing to go on to further or higher level study of the sector or directly to employment.

A variety of practising tutors/teachers, as well as industry specialists and leading employers played a role in the development of the qualifications and support materials. The course offers students an exciting, inspiring and challenging qualification which has been created to develop transferable skills that are essential in the workplace or for further study.

During the course students will cover a range of units over two years and be assessed both internally through a range of scenario based assignments and externally, through a combination of exams and controlled assessments.

Students will present their work in a number of ways including practical demonstrations, presentations, scientific reports and analytical assessments. The course offers individuals a hands-on approach to their learning of sport and provides an environment which allows all students the opportunity to be successful and reach their potential.

The course offers a fantastic opportunity to study sport and explore the in-depth aspects of how we can improve performance from an elite level perspective. During the course students will have the opportunity of interacting with recognised leading specialists within sport as well as visiting centres for excellence and attending regional, national and international events.

The Level 3 Sport Diploma course combines scientific and vocational units that will help you reach your full performance potential and prepare you for the workplace or university.



COURSE CONTENT

The course covers a breadth of topics including; anatomy and physiology, risk assessment, fitness testing, sports nutrition, psychology of sport, sports coaching, exercise and health, sports injuries, sport and exercise massage, officiating in sport, organising sports events and laboratory testing in sport science.

LOOKING FURTHER AHEAD

Last year's Sports students achieved some amazing grades—around half of the overall grades were at Distinction (A grade) standard.

Sport Level 3 Diploma is recognised by universities and employers. It provides a number of pathways into the sporting industry including but not limited to; Teaching, Coaching, Physiotherapy, Sports Management and Sport and Exercise Science.

SPORTS

SPORTS PROVISION IN THE SIXTH FORM

INTRODUCTION

We are forward thinking, using research into the latest coaching techniques, strength and conditioning, performance analysis, and offer regular development tours to the best sporting destinations.

Through our highly qualified teachers and specialist coaches, we are able to deliver development programmes for teams and individuals. Our scholarship programme helps recruit outstanding athletes and support their sporting aspirations.

We have exceptional on-site facilities, including a full-size floodlit football grass pitches, an astroTurf hockey pitch and 2 further new floodlit all-weather games areas for netball and tennis. We also have a large sports hall, a gymnasium, a pavilion with strength and conditioning suite, a 25m indoor swimming pool. A challenging cross-country course winds its way through our extensive and beautiful grounds.

It is as important to us that all our pupils enjoy their sport and to leave physically fulfilled having reached the very limit of their potential.



FOOTBALL

Royal Russell is renowned for playing an attractive brand of passing football that is entertaining to watch. This philosophy is based on the ethic that 'quality practice makes perfect', putting the team first, training hard and reaping the benefits. This has provided a proven track record of winning national competitions and given individuals opportunities to play at professional clubs.



Our carefully designed Long Term Athlete Development Model sees players typically receive over 15 hours of training per week, delivered by our highly qualified and experienced staff who hold . We have coaches, with UEFA 'A' licence outfield and UEFA 'A' licence goalkeeper and FA Youth Modules 1, 2 and 3, who have previously worked at Premier League Academy level clubs.

Personal fitness programmes are delivered by our Strength and conditioning coach in our brand new suite, according to player's needs, identified through our fitness testing procedure using our sports science equipment and swimming pool facilities.

NETBALL

At Royal Russell we offer an inclusive netball programme that caters for all abilities and have success nationally at the elite level. The selected girls in the senior academy are on a full time program with the expectation of training team every afternoon. They receive additional team technical sessions, personalised strength and conditioning programs, video analysis and one on one skills training.

Our staff have both National and Super League playing experience as well as National coaching qualifications up to Level 3, which ensures the delivery of a high quality netball programme where all players have the capacity to reach their potential.

We offer a holistic programme including on court technical sessions and long term player development which is all delivered with state of the art facilities including three newly laid and floodlit netball courts as well as three additional training courts and an indoor court.



MODEL UNITED NATIONS

FURTHER OPPORTUNITIES FOR PERSONAL DEVELOPMENT



Royal Russell School has been active in organising and participating in the Model United Nations scheme for over thirty years. MUN is about developing communication, with the United Nations forming the basic framework. MUN gives students the opportunity to talk to, listen to and sometimes persuade others to accept their views.

Students in the Sixth Form can get involved in MUN in many ways. They can debate on Monday nights, act as a delegate at one of the many conference we attend or help at our annual conference as a member of the Press, Media or Secretariat teams.

Royal Russell School hosts an International MUN conference for four days every October, during the half-term break which sees:

- 500 students attending from within the UK and around the world
- Over 80 Royal Russell School students helping to run the Conference
- 8 student led General Assembly committees, a Security Council and an ICJ
- A student-run newspaper and media team reporting daily
- Entertainment every evening including a live screened 'X-Factor'
- GA meeting of over 300 delegates chaired by Royal Russell students.

Last year, students also attended conferences which included Reigate, City of London, The Hague, Istanbul and Haileybury School. Our students have developed a reputation as some of the best and most constructive delegates in the country! Every year they have won numerous individual and team awards at the many different conferences they attend.



COMBINED CADET FORCE



The Combined Cadet Force (CCF) is a voluntary school activity open to students within the Sixth Form. It is run alongside military lines and the CCF aims to teach practical skills which are not covered within other subjects at school. Army and Royal Air Force sections organise specific training relative to the Cadets' choice.

Training within the CCF is organised and run by members of staff, the Officers, and cadet Non-Commissioned Officers (NCOs) who are students in Years 12 and 13. Within the initial training, pupils will be taught practical skills including first aid, self-reliance, map and compass skills, as well as an understanding of the military structure. The nature of certain aspects of the training necessitates that it is carried out away from school and students have the opportunity to attend camps, courses and expeditions.

DUKE OF EDINBURGH'S AWARD SCHEME

The Duke of Edinburgh scheme is a leading youth charity and gives all young people the chance to develop skills for work and life, fulfil their potential and have a brighter future. At Royal Russell School pupils are presented with a challenging programme of activities to stimulate their enthusiasm.

This scheme is managed in conjunction with the Combined Cadet Force. Entry to the Scheme is voluntary and non-competitive and individuals are assessed on their own progress. We offer all three levels of the Award: Bronze, Silver and Gold.



CO-CURRICULAR PROGRAMME

DRAMA

There are many opportunities to be involved in Drama at Royal Russell, both on and off stage.

DRAMA COMPETITION

Our annual competition sees all nine Houses entering a team for the coveted first place. The students choose from one of three stimuli set by the department. Whilst the performance element is limited to Years 7-9, each House has its own production team, drawn from all year groups. The students are responsible for scripting, performing, directing and costuming their own piece; they also have to decide on all their technical elements and in many cases run the lighting and sound for their team.

The Competition is adjudicated by an external judge. In previous years, we have had directors who have worked with the National Theatre and who have run their own professional performance companies as well as those who are examiners for practical Drama.

LAMDA DRAMA CLASSES

Lamda classes run all year and there are two sessions; one each for lower and upper school. Students have fun honing their acting skills. There is also the opportunity to take graded exams in devised group performances and as a solo performer.

SCHOOL PLAY

Every year, we put on a whole school production with performers from Years 7-13 and a total student team of around 80 pupils. The production element of these shows is run by student led teams with support from the Drama Department. Previous productions have been *Coram Boy*, *The Wind in the Willows*, *Grease*, *The Importance of Being Earnest*, *Return to the Forbidden Planet* and *To Kill a Mockingbird*. This year's production will be *A Midsummer Night's Dream*; Shakespeare meets Glastonbury!



MUSIC

If you're coming to Royal Russell and play a musical instrument, you will be most welcome in the department.

For those who play an ensemble instrument at any level, you can be part of our training band, our orchestra or our Swing Band. For those of you who sing, you can be part of our Choristers, Barbershop, or Chamber Choir.

Instrumental lessons are on offer to all (at an extra cost), and we cater for beginners all the way through to advanced players. There is a fantastically resourced department with plenty of rooms (including one which remains open all weekend for boarders), should you wish to come and do some private practice, or even just have a jam session with a few friends. We also offer music scholarships, and details of these are available from the Director of Music.



OUR HISTORY AND ROYAL PATRONAGE

OUR HISTORY

Royal Russell School is proud to be able to date its heritage back to 1853, when a group of clerks from the wholesale warehouses in the City of London set up a charity to look after orphans from the families of their trade. Within a year, they had more than a thousand subscribers and a school was purchased. Lord John Russell, who had recently been the Prime Minister, agreed to become president of the School.

Charles Dickens, who published his book 'Bleak House' in 1853, made the following comment about those who supported our school in a speech at the London Tavern in 1857. *'This is a school which can provide such a home as their own dear children might find happy refuge in, if they themselves were taken early away. And I fearlessly ask you, is this not a design which has claim to your sympathy? Is it not the sort of school which is deserving of your support?'*

By 1866, the School had grown considerably and moved to new buildings which were opened by The Prince of Wales and, in 1924, Edward, Prince of Wales, laid the foundation stone for the current Chapel on the new Ballards site. The current school that was built on the Ballards estate was, in part, a memorial to the former student war dead. The original mansion stood at the top of what we now know as Cambridge Slope and the current Headmaster's House is all that remains of it today. The Ballards mansion did not provide sufficient accommodation to house both teaching and boarding facilities, so Sir Aston Webb was asked to design the new buildings. Sir Aston Webb was President of The Royal Academy and is famous for designing the front of Buckingham Palace, Admiralty Arch as well as other well known landmarks.

In the early 1970s, the Junior School opened, this time without boarders and many more day students were taken into the Senior School.

At that time, the Senior School had three boys' houses and just one girls' house. It quickly became apparent that this situation needed to be changed with greater numbers in the School and new day houses were built. Boarding house life was considered a more friendly and personal environment than the basic class system and this was the reason for maintaining the House System for the day students.

Since the 1970s, the School has gone from strength-to-strength and many new facilities have been built including our Performing Arts Centre, Library, Practical Block and Sports Complex, and most recently the new Oxford and Cambridge House, and the renovation of the Aston Webb building.

The status of being a HMC school is one to be proud of and is testament to the dedication of all those concerned with the running of the School.

ROYAL PATRONAGE



The School has enjoyed Royal Patronage since its foundation and The Queen has visited the School on four occasions.

Her first visit was in 1950 as Princess Elizabeth; in 1963 she opened Cambridge House and the Practical Block: she attended the celebration marking the School's 125th year in 1978, and most recently the sesquicentenary in 2003. HRH Prince Edward, The Earl of Wessex, opened our new Performing Arts Centre in December 2010.

The School celebrated the occasion of Her Majesty's Diamond Jubilee in June 2012 and received a personal message of good wishes from The Queen.

In June 2016, we celebrated the occasion of Her Majesty's 90th Birthday, by special invitation to the Patron's Lunch on The Mall, London.

