

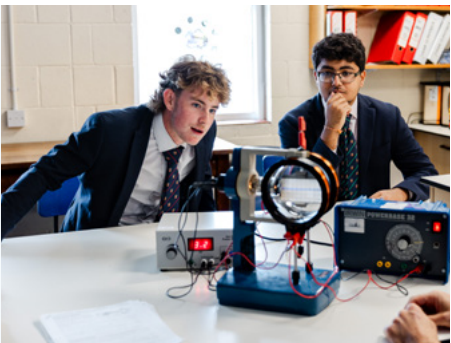


SIXTH FORM COURSES 2025 - 2027

An *Island* School with a GLOBAL Outlook



RYDE SCHOOL
WITH UPPER CHINE



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An *Island* School with a GLOBAL Outlook



RYDE SCHOOL MISSION & VALUES



AMBITION

We are ambitious both individually and for our School. We have high expectations and aspirations.

RESPONSIBILITY

We take responsibility for our own actions and decisions. We value integrity and self-discipline.

RESPECT

We respect ourselves, each other and our community as a whole. We expect kindness, inclusivity, empathy and open-mindedness.

COURAGE

We have the courage to be adventurous and to be risk-takers. We have the tenacity to keep trying and to overcome challenges.

WE ARE AN ISLAND SCHOOL WITH A GLOBAL OUTLOOK

Our purpose is to provide an exceptional education on the Isle of Wight, enabling our boarding and day pupils to flourish in mind, body and soul. We nurture pupils to make a positive difference and embrace the opportunities of the wider world.

OUR AIMS

Our four aims, derived from our Mission Statement, provide a clear sense of purpose to drive the delivery of our mission statement.

EXCEPTIONAL SCHOOL – We are an exceptional school, providing an exceptional education in an outstanding learning environment.

MIND – We develop pupils to have a love of learning, a sense of curiosity and an ability to think independently.

BODY – We recognise the importance and benefits of a healthy lifestyle, physical exercise, indoor and outdoor activities and personal challenge.

SOUL – We encourage all members of our community to develop a sense of their own wellbeing and to foster self-reflection.



As a IB World School we hope that all our students, not just those following a specific IB Programme, are inspired by its values and ethos. The IB has identified ten particular attributes that together create its Learner Profile and at Ryde we have added three more to make up our Ryde School Learner Profile and we hope to foster these attributes in all our Sixth Formers.



As a Round Square School we also share a belief in an approach to education built around six themes, the Round Square IDEALS: Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service.

“Ryde School Sixth Form is exemplary, as it values IBCP, IBDP and A Level students equally, on their merits, and prepares them superbly well for tertiary education or the workplace. Additionally, the level of pastoral care and support offered at this demanding and sometimes stressful time is unsurpassed, far exceeding my expectations and the reality I hear of from friends with children at other schools. My daughter’s year has, without doubt, some of the most charming, personable and confident young adults I know; testament to the all round education Ryde offers.” **Parent**

A *breath* of FRESH AIR every single day



HEAD MASTER'S INTRODUCTION



I hope you find this booklet a useful introduction to the Sixth Form at Ryde School. You will quickly see that whilst academic and intellectual life is central to Sixth Form life, and we have a unique offering in the UK of three versatile curriculums designed to prepare our students for today's world and workplace, we offer much more

than this. For current Ryde students and their parents, the Sixth Form offers a fresh and challenging experience within a known context; for those joining us for the first time, as did many of our current Sixth Form, you will find us a welcoming and warm community. For all of you it will be an exciting time to look forward and develop skills, character and qualifications that will serve you well in life, be that at university, in work, relationships or your wider adventures. With small class sizes, specialist teachers, hands on tutoring and bespoke careers advice and programmes of study we do all we can to maximise your **academic success**, broaden your outlook, encourage leadership, extra-curricular activity, scholarship and engagement with the world not just beyond the Solent but across the globe.

In the Sixth Form we hope our students become **truly independent**, taking responsibility for their own learning and understanding the importance of developing those 'soft' but essential skills of **resilience, flexibility and creativity**.

Students joining our Sixth Form will benefit from the **structure and support** provided, and the individual attention of small class sizes. All students are in a tutor group of 12-14 students that meets for two hours per week, as well as each morning. From January of the Lower Sixth we run weekly careers groups, including specific groups for applicants for Medicine, Engineering and Oxbridge. We aim to enable our students to gain excellent A Level and IB results but also prepare them socially for an ever changing and challenging world. Schools traditionally focused on getting students into university. That still matters, but preparing for life beyond higher education, and indeed for immediate work or travel after Sixth Form, has been a big focus of ours in recent years. It is why **leadership opportunities** and **challenging activities** matter, why we develop **coaching skills** and why **practical and professional skills** are part of our Sixth Form programme.

We anticipate that students will contribute to **the leadership and management of the School** and its continuing improvement. We value our senior students' ideas; we expect them to show initiative and to grow more confident as they learn to lead others; we have school-wide elections for the President of the School Council and Senior Prefects meet weekly with school management.

We offer three curricular routes through the Sixth Form and were one of the first UK independent schools to do so, allowing students to choose to follow IBDP, IBCP or A Levels. This is reflected through the diversity of the student body and our determination to ensure whether a student hopes to go straight to an apprenticeship or to read Mathematics at Trinity, Cambridge, he or she has the course and support required. All offer routes to Higher Education or work but also differ significantly in some ways. Please use this booklet, our website, information evening and other students to find out more. By offering three routes we can also offer a richer set of choices in each section. A Level students can, for example, take IB courses such as Theory of Knowledge or Theatre, whilst IBCP students can take extension options from the IB Diploma and A Level programmes.

All three curricular pathways are challenging in their own right and whilst we have specific **entry requirements** the real key to success is work ethic and commitment, which is why making the right choice is so important. **For entry into the Sixth Form we ask students to achieve at least five (1)GCSE subjects at grades 9 to 5 with a 6 needed for most A Level and Higher Level IB subjects.** Initial choices are confirmed in February and at that point we require at least six students to choose a subject to guarantee it will run at A Level. Students can be certain of their choices thereafter; **we guarantee that subject will then run**, even if some students change their mind and the number falls, allowing pupils to focus without worry on their GCSEs.

We are pleased with the results which we have achieved over recent years. The latest cohort attained 63% of grades at A* - B which bettered last year's already excellent results.. Our first IB Diploma Programme students started in September 2010, each year achieving well above the world average and this year was no exception with an average score of 33 points. In the IBCP 65% of students gained a distinction or more in the BTEC part of their programme. The tables at the end of this booklet show our level of attainment at both A Level and IBDP put us on a par with the average achieved by selective schools despite remaining nonselective ourselves.

Please take a look at what we offer, and feel free to ask me or one of our academic team: Head of Sixth Form, Mr Windsor; Director of Studies (Sixth Form), Mr Shapland; or our Sixth Form Coordinator & Careers and UCAS Advisor, Mrs McCue for further information about your choices. Your Sixth Form is a time full of hope, growth and discovery and I believe Ryde School is a fitting and rewarding place to experience it.

Will Turner
Head Master

SIXTH FORM LIFE

Welcome from the Sixth Form Team

The Sixth Form is not only the transition period from school to university or a career, but also from being a child to an adult. Our aim is to create an environment where you learn to achieve your best, teaching you the value of a balanced lifestyle and allowing you the freedom to explore and make mistakes in a supportive environment. The Sixth Form team is here to support you, allowing you to go on to your chosen path as a confident, empathetic young adult, ready to take on the challenges and adventures of the future.

Matt Windsor	Head of Sixth Form
Wanda Youten	Assistant Head of Sixth Form
David Shapland	Director of Studies (Sixth Form) and IB Coordinator
Sophie McCue	Sixth Form Coordinator



A Purposeful Environment

You have your own area centred around Westmont where you'll find the Study Library (for working) and the Common Room (for socialising and relaxing). Throughout the School there are also areas put aside for the Sixth Former to study:

- The English Library
- Sixth Form Science Work Room
- Sixth Form Maths Room
- History Reading Area
- Seminar Rooms in Westmont
- Pavilion

Dressing For Business

As you enter the working world you need to be able to create a positive first impression whilst having some freedom in your dress sense. In the Sixth Form we expect business dress, suits for boys and girls so you look smart with some degree of individuality.

Personalised Timetables

We encourage a 42 hour working week - including your lessons - in order to make sure you're not only on top of your set work, but doing the necessary reading to further your understanding and knowledge of your subjects. Study periods are built in to your timetable so you can develop the skills of time management and independent study.

Specialist Tutors

Your tutor is your advocate and supporter in the Sixth

Form. Each Tutor Group will have anything between 10 and 14 students. As well as registration every morning, you will spend time with your tutor planning and creating the skills needed for future success. We try to organise it so that your tutor will have expertise in your chosen area of study.

Guidance and Tracking

When students join the Lower Sixth they take assessments provided by the Cambridge Centre for Evaluation and Monitoring. Which, along with their GCSE results, provide indicators of potential final grades. This information is used to set aspirational, but realistic, target grades. Each half term students are provided with feedback on both their working towards and attitude to learning grades. Following each of these assessments, the School reviews the progress of all students to ensure they are working effectively and are remaining on track.

Keeping the Balance

It's not all about the academics. Life is a constantly adjusting balance between family, work, sport, relaxation, adventure, friends and now and again, doing nothing. We have a range of activities and systems at the School to try and prepare our students for what is to come. We like to think that this will give them the skills to make good life choices and have the confidence and trust in learned skills to try new things and balance the demands of a fulfilling life.

Creativity, Activity, Service (CAS)

All Sixth Formers participate in a CAS activity. Sessions run weekly for 90 minutes, these include:

• Gold Duke of Edinburgh's Award

Gold DofE plants a sense of adventure in all who participate - including the staff. After three challenging expeditions to Brecon, The Lake District and North Wales, there is the confidence and desire to explore the wilderness during adulthood. Many who have left us have gone on to climb Kilimanjaro, sail across the Pacific or cycle across Europe to name but a few. Not only that, a physical activity, service to the community, a skill and a five day independent residential must all be completed before a visit to Buckingham Palace.

• CCF (Combined Cadet Force)

As Cadets in the Senior School progress within the CCF, they are encouraged to take responsibility for themselves and others. In the early stages, this will involve looking after their uniform and kit, and developing self-discipline and organisational skills to successfully complete their basic training. In the Sixth Form they develop and utilise the skills they have learnt by taking responsibility for a small group of cadets as a junior non-commissioned officer (JNCO). As JNCOs develop their leadership skills and grow in confidence, they may be asked to step up to the next level, and become a cadet senior non-commissioned officer (SNCO). These cadets support the adult volunteers to run activities, deliver lessons, and plan future training for junior cadets.

• Community Service

The focus for Sixth Formers is on 'service' activities as well as developing teamwork and leadership skills, through a variety of 'service' activities, for example working with the elderly, volunteering at Aspire community centre, conservation work (such as at the Roman Villa), Round Square conference planning, Amnesty International, or assisting with the running of activities or sports coaching for younger year groups.

Sport

Sport is an important part of the curriculum at Ryde and we expect all our Sixth Form students to take some physical exercise and many do lots. Exercise and fitness make a difference academically, build resilience, team work, self-confidence and keep us both physically and mentally healthy. Every Wednesday afternoon, students are offered a vast range of activities including rugby, hockey, netball, cricket, rounders, softball, athletics, tennis, squash, golf, badminton, basketball, fitness suite, aerobics, rowing, yoga and water sports/sailing. Beyond the curriculum, there is a healthy block of fixtures on Saturdays and midweek training and for major teams we offer sports tours such as the recent rugby tour to South Africa and a planned hockey & rugby tour to South America.

The main competitive team sports are:

- Autumn Term - boys Rugby and girls Hockey
- Spring Term - girls Netball and boys Hockey
- Summer Term - Sailing and Cricket

We also play competitive school fixtures in Athletics, Badminton, Basketball, Croquet, Cross Country, Football, Golf, Rowing, Squash and Tennis.

Music

The Music department offers a wide range of opportunities to musicians at Ryde. Choristers take a leading role in the formal services that take place during the school year and participate in school concerts and the local music festival competition. Concert Orchestra is open to our more advanced musicians, playing a wide repertoire of popular and challenging music. Chamber Orchestra explores the more traditional orchestral repertoire and is often conducted and led by Sixth Form musicians. Our Swing Band is very popular and performs regularly throughout the year and we encourage our musicians to form and lead their own ensembles. We also run a regular European Music Tour.

Drama

In the Sixth Form, students can participate, as performers or backstage, in a large scale Autumn Term production in our new Performing Arts Centre, as well as an end of Summer Term Arts Festival. Lower Sixth students can join the production team of our Global Rock (drama) entry which offers a range of responsibilities from choreography to finance. We recognise that at this age, leadership is a learning curve and we offer strategic support in the roles our Sixth Formers take on.

Head Girl - Alice



Sixth Form has certainly taught me more about myself and my interests than any other stage of school. With even more chances to try something new and step outside of my comfort zone we are all given countless

opportunities to progress and mature into young adults, in readiness for our departure from school. This year, I have also been given more responsibilities within the school, acting as a role model for the younger years, and it is really rewarding to know that we are able to give back to the school community that has supported us throughout our time at Ryde.

We are given the freedom to explore our own interests, always being encouraged to find the right balance between studying and socialising, and to learn from our mistakes. I am incredibly grateful for the opportunity to be Head Girl. Not only has it allowed me to progress in a leadership role, but it has also greatly improved my confidence and organisational skills. Although it can be challenging at times to manage the duties that come with the role, it is consistently balanced by the immense rewards that accompany the job, and the continual support from the Sixth Form team.

Future Leaders

We believe that Sixth Formers should take more of an active role in the running of the School to teach them the responsibility of decision making and to keep youthful, fresh ideas permeating through.

Prefects

There is an established prefect system, the selection process starting in the Autumn Term of the Lower Sixth, where students perform tutoring, coaching and pastoral roles as well as attending duties around the School. From these prefects we select 12 senior positions who represent the School at functions, perform public speaking duties during chapel, Speech Day and assemblies as well as taking responsibility for the wider prefect body. Senior Prefects meet weekly with the Head of Sixth Form and the Head Master to discuss any issues or progressive change.

House Captains

The School's house system encourages healthy competition in a number of events and our Sixth Formers take the lead role, whether it's the all-important House Song, chess, poetry competitions or inter house sport matches. Sixth Formers also take the lead in raising awareness and funds for the House charities, a major activity in school.

Captains of Sport and Academic Subjects

Each subject and sport has an ambassador chosen on the merit of their commitment to the School, positive attitude and leadership skills. The Captains take the role of leading their team to sport fixtures or representing their subjects during open days and assemblies. Both roles involve working closely with members of staff which helps both parties develop and learn from each other.

Head Boy - Sasha



Confidence is something everyone has to gain throughout school, and Sixth Form is definitely where I found, and am finding that confidence. This has been achieved through helping form tutors during lunch times,

to organising events such as Winter Ball and even sometimes embarrassing myself in assemblies. This swiftly ties in with the School Motto 'Ut Prosim' which every student inherits through their school journey. This year I have had the ability to play for the first XI Cricket team, one of the many opportunities the school gives you to show your skills, and grow as an individual. Sixth Form also teaches you how to manage work life with social life, and fittingly prepares you for the future, whether that is going into work, or going into further education. I am filled with gratitude for the opportunity to be Head Boy as it has given me a chance to be a role model to younger years, and has greatly improved my leadership skills. Without the help of the Sixth Form team, I think the outcome would have been completely different and all I can say is thank you.

Coaching & Well Being

The School has taken the concept of coaching to its core. The main goals are:

- Equip students with adaptable skills that enhance their capacity, well-being and effectiveness
- Support students, teachers, senior leaders and parents to embed, sustain and benefit from a coaching culture
- Create a global community of schools with coaching at their heart
- Creativity/Activity/Service

All of our Lower Sixth students are trained in a coaching course in Personal Development sessions, but those who choose to be prefects can also opt to participate in additional coaching sessions outside school time which will give them a certificate and help them to work with pupils lower down the School, and indeed with each other, to help guide them through the challenges they face growing up in today's society.

Events

Throughout the Sixth Form we have a series of events, including:

- Futures Fair
- Quiz Limbo World Championships
- Winter Ball
- The University Fair
- Kingswood Induction Trip
- Prefects' Dinner
- Leavers' Dinner
- Mock Interviews

Choosing a Sixth Form Course

For some of you the choice of a Sixth Form course is easy, you may have a clear view of your future career and the qualifications required. For most 16 is too early to make a definite call and it is increasingly difficult to predict the job market or social change.

Three points to think about:

1. Which subjects do you find interesting and in which are you likely to succeed? It is pointless signing up for a subject you found uninteresting at GCSE, or you achieved a low grade. We expect students to achieve grade 6 or above in the subjects they wish to study at A Level or Higher Level, with a grade 7 required for Maths. How do you work? Do you prefer to read and write, or debate, or problem solve?

2. Which subjects combine well?

Unless you are looking at a degree with specific requirements then think about what you enjoy and have done well in. All choices will be checked by the Sixth Form Team with you.

3. Does your intended career path require particular subjects?

Certain vocations, such as Medicine, Veterinary Science and Engineering demand that specific subjects are taken at IB or A Level, whilst others such as Law, Business or the Civil Service do not.

Choosing your subjects requires careful thought. Tutors and subject teachers are useful sources of information and Mr Windsor (Head of Sixth Form) and the Sixth Form Team are always available to provide general advice and assistance. Sixth Form Tutors are always available to provide general advice and assistance. It is important that wherever possible the correct choice is made at the start of the Sixth Form course; although changes of course are sometimes possible, they can be disruptive.

STUDENTS AND PARENTS SHOULD BE AWARE THAT A MINIMUM OF SIX STUDENTS IS REQUIRED TO GUARANTEE A COURSE IS VIABLE. PARENTS AND STUDENTS CAN BE REASSURED THAT ANY COURSE CONFIRMED IN FEBRUARY WILL RUN IN SEPTEMBER, IRRESPECTIVE OF WHAT HAPPENS TO NUMBERS AFTER THAT TIME.

INTERNATIONAL BACCALAUREATE

DIPLOMA PROGRAMME



Overview

The IB Diploma Programme (IBDP) was established in 1968 and is an international academic programme that provides both balance and depth at 16-18. It prepares students for success at university and beyond. The programme has gained recognition and respect from the world's leading universities, including all universities in the UK. Unlike many programmes, it specifies the kind of attributes it expects students to achieve: the IB Learner Profile, and whilst there are exams at the end of the course around one third of the assessment is based on coursework or projects over the two years.

Students following the IBDP study six subjects, three at Higher Level (HL) and three at Standard Level (SL); choosing one subject from each of six subject groups; Language & Literature, Language Acquisition, Individuals & Societies, Sciences, Mathematics and Arts. The six subject groups offer an appealing breadth of study whilst allowing some specialisation – one of the reasons universities place a high value on the IB.

<p>GROUP 1 ENGLISH A (Language & Literature) GERMAN A (Language & Literature) OR Self-taught languages for native speakers</p>	<p>GROUP 2 ENGLISH B FRENCH B GERMAN B SPANISH B AB INITIO</p>	<p>GROUP 3 ECONOMICS GEOGRAPHY HISTORY PSYCHOLOGY</p>
<p>GROUP 4 BIOLOGY CHEMISTRY DESIGN & TECHNOLOGY PHYSICS</p>	<p>GROUP 5 MATHEMATICS</p>	<p>GROUP 6 MUSIC VISUAL ARTS OR A second subject from Group 2, 3 or 4</p>

In addition to these subjects, students complete the Core comprising of three elements:

Theory of Knowledge (TOK)

TOK, assessed through an exhibition and an essay, aims to

make students aware of the contested nature of knowledge and reflects critically on what we think we know. Through discussion and analysis of questions revolving around the basic premise “How do we know?” students gain greater awareness of their personal and ideological assumptions as well as developing an appreciation of the diversity and richness of cultural perspectives.

IBDP Experience - Adriana



The IBDP is an amazing route to pursue in order to keep as many open doors as possible. It allows incredible flexibility with its available options and projects such as the Extended Essay, Internal Assessments, TOK and many others. It is a mind-opening diploma that will

ensure the acquisition of crucial skills for the future; like time management, determination, independence, patience, positivity and much more.

For me, the IBDP was by far the best choice. I needed more than just going to lessons; I needed to be constantly challenged and to learn how to fail to better succeed. Along with this, the focus on the coursework does allow us to demonstrate our full potential and most of all, our progress throughout our time studying the IBDP. The International Baccalaureate will make you enthusiastic for the future and fearless!

Creativity, Activity, Service (CAS)

CAS involves experiential learning and provides a counterbalance to the academic elements of the rest of the Diploma Programme. For many students their CAS activities include experiences that are profound and life changing.

The three strands of CAS, which are often interwoven with particular activities, are characterised as follows:

- **Creativity:** arts, and other experiences that involve creative thinking
- **Activity:** physical exertion contributing to a healthy lifestyle
- **Service:** an unpaid and voluntary exchange that has a learning benefit for the student

Extended Essay (EE)

The EE is an independent, self-directed piece of research, finishing with a 4,000-word paper. The Extended Essay provides practical preparation for undergraduate research as well as an opportunity for students to investigate a topic of special interest.

INTERNATIONAL BACCALAUREATE

CAREER-RELATED PROGRAMME



The distinctive IBCP core is designed to create a bridge that connects each student's chosen Diploma Programme courses and Career-related studies. Within this is:

- A reflective project, which is an equivalent to the EPQ and Extended Essay in terms of rigour and gaining UCAS tariff points
- A non-examined language and culture acquisition programme
- Development of personal and professional skills
- An element of learning through serving the community whether it is local, national or global

Overview

The IBCP prepares students for an ever changing world of work – asking them to:

- Consider new perspectives and other points of view
- Engage in learning that makes a positive difference
- Develop a combination of traditional academic skills and practical skills
- Think critically and creatively in rapidly changing and global workplaces
- Communicate clearly and effectively
- Work independently and in collaboration with others
- Become self-confident people who are resilient and flexible

The IB Career-related Programme (IBCP) comprises career-related skills, IB subjects and a vocational career related study, which at Ryde is taught through distinct BTEC pathways. The IB subjects provide the theoretical underpinning and academic rigour, whilst the Career-related studies provide practical, real-world approaches to learning and the IBCP core designed to develop skills and competencies required for lifelong learning.

Students study two or three Diploma Programme subjects taught at Ryde that can fit into our timetable from groups 3 - 6. Unlike the IBDP, which asks for six subjects, a minimum of two and an advised maximum of three should be taken. Like the IBDP the subjects can be taken at Higher Level (HL) or Standard Level (SL). The level chosen will depend on previous academic achievement proven by GCSE grades or equivalent in relevant subjects. See the subject pages in this booklet for an indication of expectations. Students choose one of three BTEC Level 3 courses, offered in Performing Arts, Business or Sport.

IBCP Experience - Grace



When I first started looking into sixth form courses I knew that IBCP fitted my learning style best. Coursework with a continual flowing assessment style really fits me as an independent learner and someone who

just likes to crack on and work consistently instead of cramming for exams. IBCP also helps me prepare for university style learning and the BTEC courses are career specific which allows you to target specific career routes. IBCP is sometimes considered the easy sixth form route to those that don't know the course but it requires consistent hard work and good organisational skills, such skills one will need in university life and the world of work. There are many other parts of the IBCP programme such as language development and reflective projects as well as employability skills which develop your whole skillset outside of academics. I am currently studying business as my BTEC and it has been so useful to me in many ways. There is the opportunity to write marketing campaigns, learn customer service skills, that help me in my hospitality job now, as well as personal and business finance. I would say that IBCP is for hardworking students and is completely different to GCSEs in the best way possible and is a course I am really enjoying studying.

Progression

We encourage students to apply both for university or further education courses and employment. The IBCP will enable and prepare for both. Universities understand the constituent parts of the course, all of which are awarded UCAS tariff points, or are seen as A Level equivalents. The type of course and work depends on IB levels taken, their predicted grades and the chosen Career-related programme. What is increasingly clear is that the character and professional skills secured in the core and displayed on a CV help any student stand out.

When selecting your course of study with the Career-related programme our experience has shown that the best chance of success is to match certain IB subjects with your chosen BTEC.

This can be done in two ways, either by choosing to complete two HL subjects or by completing three SL subjects.

Both these options provide a route to further study as either the tariff points that are available through these subjects fulfil the requirements of many universities, or universities see HL and the BTEC as equivalent to A Levels.

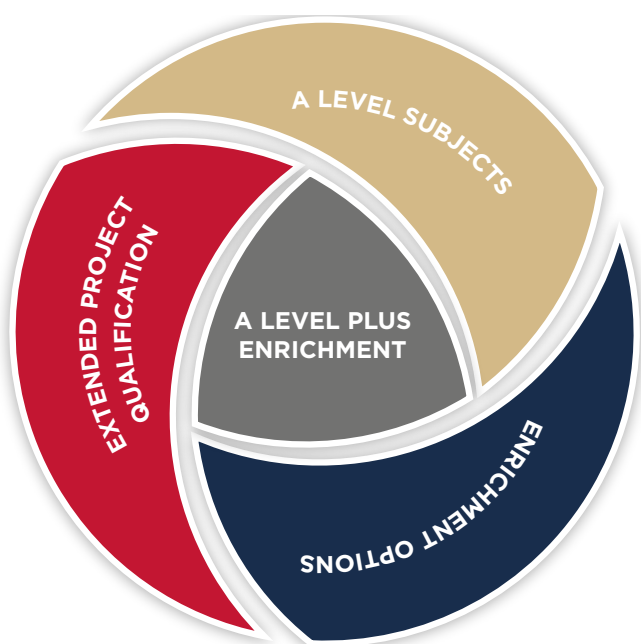
The table below outlines the subjects we recommend you follow if you are interested in following two HL subjects or three SL subjects. But these are not definitive and it is recommended that you talk to the IB Coordinator about your choice of subjects.

BUSINESS	PERFORMING ARTS	SPORT
A detailed insight into the methods, motivators and risks involved in running a business. Units cover areas such as Personal and Business Finance, Developing a Marketing Campaign and Recruitment and Selection Processes	Students will develop an understanding of the key elements of performance, this will involve theatrical research, skills and techniques in various performance disciplines and group performances	Students will examine the academic and theoretical side of sport, as well as look at the practical and vocational side of sport, allowing students to experience and get involved in a variety of sporting environments that our sports industry offers.
English A Language & Literature Psychology Maths	Economics Geography History Music	Biology Design Technology Visual Arts
CP CORE PERSONAL & PROFESSIONAL SKILLS SERVICE LEARNING REFLECTIVE PROJECT LANGUAGE DEVELOPMENT		



A LEVEL PLUS

A LEVELS PLUS ENRICHMENT



Overview

Our A Level Programme offers much more than most schools. A Levels enable students to focus on subjects that reflect personal interest or future career choices. All subjects are two year linear courses with examinations at the end of the Upper Sixth. For most subjects these terminal exams are the only assessment although a small number of subjects include an element of coursework. **At Ryde School the A Level programme is supported by enrichment subjects enabling students to study a fourth subject** as well as take the Extended Project Qualification (EPQ).

A Level Subjects

Students select their choice of three A Levels from four option blocks. Subjects which were completed at GCSE require a grade 6 or above in that subject. Subjects which are studied Post 16 only (e.g. Politics) have indicator subjects for which a GCSE grade 6 or above is required. Details and requirements for each subject are contained in the Subject Section of this booklet. Ryde School provides a broad range of A Level options:

Art and Design	German+
Biology	History
Chemistry	Computer Science
Mathematics	Design and Technology
Music	Economics
Physics	English Literature
Politics	French+
Psychology	Further Mathematics
Spanish+	Geography
Theatre Studies	

+Modern Foreign Language subjects are studied as IB Diploma Higher Level courses. These are equivalent to

A Levels and are recognised as such by universities.

Assessment

School exams are taken in the Autumn and Summer Terms during the Lower Sixth. In the Spring Term of the Upper Sixth mock exams are taken as part of preparations for final examinations taken in May and June of that year.

THE ENRICHMENT PROGRAMME

In addition to their three A Levels, students take part in the School's Enrichment Programme which provides additional qualifications credited by most universities as well as developing a variety of vital skills.

The modern world demands much of today's young people. Success will require more than just good academic qualifications. The ability to communicate effectively at all levels and a positive attitude combined with the courage and conviction to approach new situations with creativity and confidence are all essential skills that are not acquired through traditional A Levels. Ryde School's A Level Enrichment Programme has been designed with these requirements in mind, as well as providing students with valuable additional qualifications. Students will leave Ryde School with the requisite skills to put their A Level results to good use. The programme has two elements; a core and options.

Those taking A Levels may also take the Extended Project Qualification (EPQ). This gives students the opportunity to demonstrate a wide range of academic skills and show prospective universities that they are capable of independent study and have wide academic interests in and around their subject choices. The EPQ can be taken either as an enrichment option or alternatively they can take it in addition to their enrichment option. The EPQ is completed in the Lower Sixth with the support of subject specialist teachers.

The EPQ is a well-regarded course and is equivalent to half an A Level in UCAS points. Increasingly students with an A in their EPQ are being offered lower points to enter university.

Students research a subject area that is of interest to them and prepare a presentation to an audience and a report that will be internally assessed and externally moderated. There is no limit on what a student may choose, but a supervisor may modify or make suggestions in terms of content. Successful candidates will demonstrate the ability to project manage, think critically and self-evaluate. The presentation will be to a small non-specialist audience using media appropriate to the type of project and should include a live question and

answer session overseen by the supervisor. A production log will be completed that will demonstrate the candidate's ability to record and reflect on the process of production and assess the level of success achieved by the project.

Enrichment Options

The second part of the Enrichment Programme allows students to select an additional qualification from a broad range of options. **These courses could include taking: a subject from the IB programme,** AS English Language, an Arts Award, a Ryde Cookery course or TOK. These options have a mixture of traditional Sixth Form qualifications as well as some alternative courses described below:

The Gold Arts Award develops students' creativity, communication, planning, team work and leadership skills.

Ryde Cookery School

Students have the option to take cookery as an enrichment subject in our new purpose-built kitchen. Students benefit from valuable life skills that can be used as a stepping stone to gap year placements in the ski and sailing industry.

The **Theory of Knowledge (TOK)** course is an investigation into the nature of knowledge - What is it? Is it constant? Does it change? How do we then treat knowledge, if it is changing and also exists differently in different cultures and paradigms? Students examine a number of Areas of Knowledge such as Natural Sciences, the Human Sciences and Art as well as think about how knowledge is acquired and how this, in turn, impacts knowledge. Students are assessed by an exhibition and an externally marked 1600 word essay.

Mathematics in Context

Edexcel Level 3 Certificate 'Mathematics in Context', is the advised enrichment option for Biology, and required for Chemistry students who are not studying Mathematics at A Level. It is designed to give them, not only a formal qualification in Mathematics, but also the skills to manage the mathematical content of A Level Biology and Chemistry. It can also be taken with other A Level combinations as the student's enrichment option.

Please note this course is not an option for students taking A Level Maths. A Level Physics students are required to study A Level Maths.

A Level Experience - Gavin



Since joining in Year 10, I can easily say that Sixth Form at Ryde has been my favourite time here, from the environment to the learning, everything is right. I knew after GCSEs I wanted to pursue a career as a doctor or at least in a science related field, therefore for me A levels were the right choice - taking Biology, Chemistry and Maths. These subjects allowed me to concentrate and further deepen my knowledge on them, something which I enjoyed a lot more compared to GCSEs. Ryde's A Level Plus programme allows you to also choose an elective subject, which for me was Standard level IB Economics. I chose this subject as I also found business quite interesting at GCSE, and by taking it at A level I was to learn more about a subject I was passionate about and served as a break from my more maths heavy main subject. Finally, doing A levels at Ryde helped me have a work-life balance, taking advantage of the numerous extra-curricular activities from sports to drama, presenting me with leadership opportunities such as being a prefect and doing Gold DofE for CAS which have all led to a worthwhile and enjoyable experience.

"We have watched our daughter grow in confidence and character during her time at Ryde. We now look forward to seeing her achieve her full potential as a result of the excellent foundation afforded by her time here". Parent

ART & DESIGN



ABOUT THIS COURSE

Art & Design gives you the skills and the knowledge to create personal and imaginative work. You can choose to focus on a specialist area of study from a variety of different processes and media to suit your individual interests and abilities.

ENTRY REQUIREMENTS

GCSE Art Grade 6 or above. Students who have not studied Art at GCSE will be considered on an individual basis following a discussion with the Head of Art

"My Art has really improved in the Sixth Form. I can be more independent and also do more work in the Studio in my study periods"

AWARD - IBDP & IBCP

Visual Arts (The Arts - Group 6)

AWARD - A LEVEL

Edexcel Art & Design

COURSE CONTENT/STRUCTURE

- **Component 1: Process Portfolio**
Students will be required to complete a portfolio of work within a self-chosen theme. Work is then carefully selected from their visual arts journal for assessment as a process portfolio.
- **Component 2: Comparative Study**
Students analyse and compare different artworks by different artists. This is an independent critical investigation.
- **Component 3: Exhibition**
Students submit for assessment resolved artworks for their exhibition.

ASSESSMENT

- 1. Process Portfolio 40%**
SL: 9-18 screens HL: 13-25 screens
- 2. Comparative Study 20%**
SL: 10-15 screens HL: 13-20 screens
- 3. Exhibition 40%**
SL: 4-7 pieces HL: 8-11 pieces

COURSE CONTENT/STRUCTURE

- **Component 1: Personal Investigation**
A skills-based project exploring a wide range of materials and media, developing a practical and personal investigation leading to trial outcomes of the specialism.
- **Component 2: Personal Work**
External set assessment

ASSESSMENT

- Component 1**
This will count for 60% of your total A Level marks.
- Component 2**
This will count for 40% of your total A Level marks.

WHERE THIS SUBJECT CAN TAKE YOU

Architecture, Art Conservation, Art History, Fashion Design, Film/Video Production, Fine Art, Graphic Design, Illustration, Interior Design, Jewellery Design, Photography, Product Design, Theatre Design, Animation, Computer Game Design, Museum Curator, Gallery Owner, Teacher.





ABOUT THIS COURSE

IB students choose between studying Biology at Higher Level or Standard Level. Both A Level and IB courses develop a wide range of skills including experimental, data analysis, critical evaluation of information, communication and collaborative working. Use of IT will be actively encouraged, as will independent learning. Our aim is "To Bring Biology to Life".

ENTRY REQUIREMENTS

GCSE Biology or Dual or Trilogy Award Science Grade 6 Maths in Context as their enrichment choice or A Level Maths

"This year I participated in the Royal Holloway Masterclass Lecture series and the Rare Diseases Day. The Animal Sanctuary visit and Ecology also helped with my view to reading Natural Sciences at University."

AWARD - IBDP & IBCP

Biology (Sciences - Group 4)

COURSE CONTENT/STRUCTURE

- A. Unity and Diversity
- B. Form and Function
- C. Interaction and Independence
- D. Continuity and Change

All Students participate in a 10 hour collaborative science project

PLUS! Fieldwork, Olympiad option, Animal Sanctuary visit

ASSESSMENT

Paper	Weighting %		Duration hrs	
	HL	SL	HL	SL
1. Multiple-choice/ practical skills and themes	20	20	1	0.75
2. Data analysis, short and long answers	36	40	2.25	1.25

Plus an internally assessed individual investigation worth 20% of the final mark.

AWARD - A LEVEL

EDEXCEL Biology B

COURSE CONTENT/STRUCTURE

Year 1

- Biological Molecules
- Cells, Viruses and Reproduction of Living Things
- Classification and Biodiversity
- Exchange and Transport
- Microbiology and Pathogens
- Origins of genetic variation and ecosystems

Year 2

- Energy for Biological Processes
- Modern Genetics
- Control Systems

PLUS!

- Core Practicals
- Two days fieldwork
- Animal Sanctuary visit plus others
- Olympiad opportunities
- "Meet the former student tutorials"

ASSESSMENT

Separate 'practical competency' in "hands on" practical skills but this will not contribute to the eventual grade.

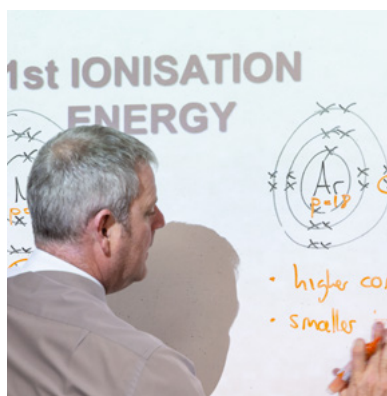
- **Paper 1:** Advanced Biochemistry, Microbiology and Genetics (90 marks in 1 hour 45 minute paper)
- **Paper 2:** Advanced Physiology, Evolution and Ecology (90 marks in 1 hour 45 minute paper)
- **Paper 3:** General and Practical Principles in Biology (120 marks in 2 hours 30 minutes)

WHERE THIS SUBJECT CAN TAKE YOU

"Biology can be useful in many different careers including jobs within environmental sciences, medicine and nursing, and science and research" (UCAS)

As the Biology courses at Ryde do not over-specialise, a huge range of degree or work opportunities exist. Recent leavers have gone on to read Medicine, Veterinary, Microbiology, Forensics, Pharmacy, Physiotherapy, Geography and Environmental Science.

CHEMISTRY



ABOUT THIS COURSE

The academic content of the A Level course is rigorous and ensures that it adequately prepares learners for university courses; there is much focus on core chemical principles within the specification. The IB Diploma Programme includes the essential principles of the subject but also, through selection of options, allows some flexibility to tailor the course to meet the needs of the students.

ENTRY REQUIREMENTS

GCSE Chemistry or Dual Award Science Grade 6, A Level students must either take Maths in Context as their enrichment choice or A Level Maths

"Chemistry has enabled me to improve my lab and analytical skills, further my understanding and enabled me to develop my problem solving abilities."

AWARD - IBDP

Chemistry (Sciences - Group 4)

AWARD - A LEVEL

AQA

COURSE CONTENT/STRUCTURE

Core:

- Stoichiometric Relationships
- Atomic Structure
- Periodicity
- Bonding and Structure
- Energetics and Thermochemistry
- Kinetics
- Equilibrium
- Acids and Bases
- Organic Chemistry

Higher Level:

Each of the above is studied in more depth

There is also a Group 4 individual project. **

COURSE CONTENT/STRUCTURE

Inorganic & Physical:

- Atomic Structure
- Bonding
- Periodicity
- Redox
- Energetics
- Equilibrium
- Acids and Bases

Organic & Physical:

- Bonding and Structure
- Moles
- Organic Chemistry
- Kinetics
- Modern Analytical Techniques

ASSESSMENT

Paper 1: 36% - Multiple choice and data based questions

Paper 2: 44% - Short-answer and extended response questions

Assessment of practical skills through one piece of internal assessment (this makes up 20% of the final mark).

ASSESSMENT

Paper 1 (2hrs - 35%)

Assesses Physical and Inorganic Chemistry topics and relevant practical skills through short and long answer questions

Paper 2 (2hrs - 35%)

Assesses Physical and Organic Chemistry and relevant practical skills through short and long answer questions

Paper 3 (2hrs - 30%)

Assesses any content and practical skills met throughout the two years through data analysis questions, short answer questions and multiple choice questions

WHERE THIS SUBJECT CAN TAKE YOU

Previous Ryde students have gone on to a plethora of career choices and university courses due to the massive diversity that this subject affords. Chemistry is an important subject for careers in: Medicine, Environmental Science, Engineering, Toxicology, Developing Consumer Products, Metallurgy (studying how metals behave), Space Exploration, Developing Perfumes and Cosmetics, Pharmaceuticals, Energy, Teaching, Science Writing, Software Development and Research to name but a few.

COMPUTER SCIENCE



ABOUT THIS COURSE

Computer Science is the study of the principles and practices of computation and computational thinking and their application in the design and development of computer systems.

This course will also help learners to develop their ability to think creatively, analytically, logically and critically. As such the course offers an excellent progression from GCSE level Computing courses.

ENTRY REQUIREMENTS

GCSE Computer Science Grade 6 or above. Students who have not studied Computer Science at GCSE will be considered on an individual basis following a discussion with the Head of Computer Science

“Computer Science has deepened my understanding of problem solving and the theory of how seemingly magical devices work, topics ranged from understanding the tiniest part of a cpu to exploring advancements in cutting edge technologies such as AI.”

AWARD – AS/A LEVEL

Cambridge Assessment International Education (Syllabus code 9618)

COURSE CONTENT/STRUCTURE

AS Level Content

- Information Representation
- Communication
- Hardware
- Processor Fundamentals
- System Software
- Security
- Ethics and Ownership
- Algorithm Design and Problem-Solving
- Data Types and Structures
- Programming
- Software Development

A Level Content

- Data Representation
- Communication and Internet Technologies
- Hardware and Virtual Machines
- System Software
- Security
- Artificial Intelligence (AI)
- Computational Thinking and Problem Solving
- Further Programming

ASSESSMENT

AS Level candidates take two written exam papers:

Paper 1: Theory Fundamentals – 1 hour 30 minutes

Paper 2: Fundamental Problem-solving and Programming skills – 2 hours

A Level candidates take the two AS exams plus 2 additional exams:

Paper 3: Advanced Theory – 1 hour 30 minutes

Paper 4: Practical – 2 hours 30 minutes.

The Practical exam requires candidates to complete and submit program code and provide evidence of testing.

WHERE THIS SUBJECT CAN TAKE YOU

The course provides an excellent preparation for students who want to go on to study Computer Science at university or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include software development, game creation, engineering, financial and resource management, science and medicine. The increasing importance of, and dependency on computers and information technologies means there will be a growing demand for professionals who are qualified in Computer Science.

DESIGN TECHNOLOGY



ABOUT THIS COURSE

Inquiry and problem solving are at the heart of the subject. Students explore many relevant topics in today's world in which the nature of the subject bridges theory with practice. Students demonstrate their investigative, analytical, design thinking, design development, prototyping, testing and evaluation skills and mirror the design processes used across the various industries that integrate design practice.

ENTRY REQUIREMENTS

GCSE Design Technology Grade 6 or above. Students who have not studied Design Technology at GCSE will be considered on an individual basis following a discussion with the Head of Design Technology

"My favourite subject since Year 7, mainly due to its versatility and balance between creativity and academic topics. The range of practical skills include welding, painting, veneering and even laser cutting; it's the perfect choice for someone looking to broaden their outlook."

AWARD - IBDP & IBCP

Design Technology (Sciences - Group 4)

COURSE CONTENT/STRUCTURE

- Human Factors and Ergonomics
- Resource Management and Sustainable Production
- Modelling
- Raw Material to Final Product
- Innovation and Design
- Classic Design

Higher Level students examine four further topics:

- User-Centred Design (UCD)
- Sustainability
- Innovation and Markets
- Commercial Production
- IA - Individual Design Project
 - Criterion A: Analysis of a design opportunity
 - Criterion B: Conceptual design
 - Criterion C: Development of a detailed design
 - Criterion D: Testing and evaluation
- Higher Level students assessed against two further criteria:
 - Criterion E: Detailed development of a commercial product
 - Criterion F: Making choices for commercial production

ASSESSMENT

Written examination: 60% of the qualification
Standard Level - Multiple choice (Paper 1), Common core (Paper 2)

Higher Level - Multiple choice (Paper 1), Common core (Paper 2) and HL (Paper 3)

IA - Individual design project: 40% of the qualification

Both participate in a 10 hour cross-curricular collaborative project in Group 4.

AWARD - A LEVEL

EDEXCEL Design Technology

COURSE CONTENT/STRUCTURE

A Level Design and Technology equips students with design skills for the future. At A level students will have the confidence to innovate and produce creative design solutions as they develop their own design brief with a client/end user. Students follow an iterative design process to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

• Component 1: Principles of Design and Technology

Students will be required to apply knowledge and understanding of a wide range of design principles from materials and processes, sustainability, design movement and mathematical/scientific principles.

• Component 2: Independent Design and Make Project

The purpose of this component is to undertake a substantial design, make and evaluate project which will test students' skills in designing and making a prototype.

ASSESSMENT

Component 1

Written examination: 2 hours 30 minutes 50% of the qualification (120 marks).

Component 2

Non-examined assessment and 50% of the qualification (120 marks).

WHERE THIS SUBJECT CAN TAKE YOU

Architecture, Product Design, Interior Design, Engineering, Town Planning, Teacher, Automotive Design, Interior Architect, Structural Engineer, Marine Engineer, Yacht and Ship Design.

ECONOMICS



ABOUT THIS COURSE

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and **interdependence** of economic activities in a rapidly changing world.

At the heart of economic theory is the problem of **scarcity**. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, **choices** have to be made. The DP economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy)

ENTRY REQUIREMENTS

GCSE English or History Grade 6, Mathematics Grade 5

"I have enjoyed studying economics, the management of scarce resources, as it reveals the importance of everyday decisions in everybody's lives."

AWARD – IBDP & IBCP

Economics (Individuals and Societies – Group 3)

AWARD - A LEVEL

EDEXCEL Economics A

COURSE CONTENT/STRUCTURE

The IB course includes 3 short pieces of coursework (Internal Assessment) based on contemporary economic issues in the news and exams at the end of the Year 13. Higher Level sit three exams while Standard Level students only sit two, with the third, Higher Level paper having a focus on students numeracy skills.

Students Study the four core units:

Unit 1: Introduction to Economics

Unit 2: Microeconomics

Unit 3: Macroeconomics

Unit 4: The global Economy

COURSE CONTENT/STRUCTURE

A Level economics has 3 exams at the end of Year 13. Paper 1 covers Microeconomic issues, Paper 2 assesses Macroeconomics and the final exam, combines both disciplines and requires the application of key markets such as Energy, Housing, the Gig Economy, Agriculture or key issues such as Gambling, Health and Income Inequality.

Students Study the four core units:

Theme 1: Introduction to markets and Market Failure

Theme 2: The UK Economy: performance and policies

Theme 3: Business Behaviour and Labour Markets

Theme 4: A Global Perspective

ASSESSMENT

Internal Assessment 1 (end of Year 1)

Internal Assessment 2 (Start of Year 2)

Internal Assessment 3 (after Christmas Year 2)

Exam Paper 1:

Extended response questions. 2 essays.

Exam Paper 2:

Data Response questions. Short answers and 1 essay

Exam paper 3 (Higher Level only):

Numeracy and 1 Policy essay

ASSESSMENT

Exam Paper 1:

Content from Themes 1 and 3

Multiple choice, data response and an essay

Exam Paper 2:

Content from Theme 2 and 4

Multiple choice, data response and an essay

Exam Paper 3:

Content from all units.

Data response and extended essay

WHERE THIS SUBJECT CAN TAKE YOU

Students are able to gain entry to a range of courses at university from: Core Economics to Finance, Business, Human Geography and Politics.

Many of the leading banking, finance and development organisations have well established apprenticeship and internship schemes for those choosing not to go to university.

BUSINESS (BTEC)



ABOUT THIS COURSE

Run by the Business and Economics Department, this course gives students a detailed insight into the methods, motivators and risks involved in running a business. Units cover areas such as Personal and Business Finance, Developing a Marketing Campaign, Exploring Business and Customer Service.

ENTRY REQUIREMENTS

Taken as part of the IBCP and must be taken with either 2 Higher Level IB subjects or 3 Standard Level IB subjects

"The BTEC Business course suits me as I found the independent structure allows me to work at my own pace and that is really useful as an overseas student."

AWARD - BTEC (IBCP ONLY)

BTEC National, Level 3 Extended certificate in Business (60 Credits)

COURSE CONTENT/STRUCTURE

Four units over two years, two coursework units, one research project and one exam.

1. Customer Service (Coursework, marked internally)

This unit you will study how excellent customer service contributes to business success. Students will plan and role play a customer service scenario and evaluate their performance.

2. Personal and Business Finance (Exam, marked by BTEC)

This unit includes aspects of both personal and business finance. Personal finance involves the understanding of why money is important and how managing your money can help prevent future financial difficulties. Business finance introduces accounting terminology, the importance of business accounts and the different sources of finance available to businesses.

3. Developing a Marketing Campaign (Exam Conditioned research project, marked by BTEC)

You will examine the marketing aims and objectives for existing products/services and understand the importance of appropriate research. You will use given market research data to make recommendations about the type of marketing campaign that a business should undertake.

4. Exploring Business (Coursework, marked internally)

In this unit, you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them. You will also look at the importance of innovation and enterprise to the success of businesses, with the associated risks and benefits.

ASSESSMENT

Two internally set and marked coursework units.

One research project set and marked by BTEC, researched as a group but written in exam conditions.

One traditional exam in Finance

WHERE THIS SUBJECT CAN TAKE YOU

This course offers UCAS points and is university recognised whilst also being a fantastic option for those looking to progress to apprenticeships and work. The practical experience gained through marketing and work experience units prepares students for both further academia, full time education and running their own business.

ENGLISH LITERATURE & LANGUAGE (A LEVEL)



ABOUT THIS COURSE

A Level and AS Level English courses offer you the opportunity to study literature and language in greater depth. A range of interlinked texts enables you to adopt an increasingly independent, critical perspective across genres and the wider literary canon. You can also study linguistics as a specialism for the first time.

ENTRY REQUIREMENTS

Grade 6 or above in (I)GCSE English Language and English Literature

“English is a way for us, as students, to challenge ourselves, and our perspectives, on engaging topics in a variety of Language and Literature courses on offer.”

AWARD - A LEVEL

English Literature

A Level English Literature (AQA B)

COURSE CONTENT/STRUCTURE

In both Lower and Upper Sixth, Unit 1 and 2 will be taught concurrently. Towards the end of the first year and at the beginning of your second year, you will complete Unit 3, designing and writing independent coursework essays on a novel and poetry text. These tasks can be in the form of a traditional, analytical response or one could be a recreative task and subsequent commentary. As part of the coursework, you will learn about literary theory and criticism. You will explore a variety of texts and contexts, from Khaled Hosseini's *The Kite Runner* to William Blake's *Songs of Innocence and Experience*, and from Shakespeare to Margaret Atwood's *The Handmaid's Tale*. If you enjoy reading and discussing literature, and the ideas, questions and debates it raises, then this is the A level for you!

ASSESSMENT

- **Unit 1:** Literary Genres: Aspects of Tragedy (40% of A Level – 2 hour 30 minutes written exam).
- **Unit 2:** Texts and Genres: Elements of Political and Social Protest Writing (40% of A Level – 3 hour written exam).
- **Unit 3:** Theory and Independence (20% of A Level - 2 non-exam assessment [coursework] essays).

AWARD - AS/A LEVEL

English Language

AS/A Level English Language (AQA)

COURSE CONTENT/STRUCTURE

English Language, available as a full A Level or as a two-year AS Level as an Enrichment subject, is a qualification in linguistics. It allows you to explore the language we use every day, how it works and the many roles it plays in our lives. You will study varieties of English, including accents and dialects, and discuss how language is used in written, spoken and electronic forms. You will learn about children's language development (A Level only) and how to use different methods of language analysis to explore concepts of audience, purpose, genre and mode. Indeed, you will also investigate how texts represent different groups, individuals, institutions and ideas, how and why language has changed over time, and explore the relationship between social values, attitudes and the language used to represent them.

ASSESSMENT

A Level:

- **Unit 1:** Language, the Individual and Society (40% of A Level – 2 hour 30 minutes written exam).
- **Unit 2:** Language Diversity and Change (40% of A Level – 2 hour 30 minutes written exam).
- **Unit 3:** Language in Action (20% of A Level – non-exam assessment [coursework] comprising a Language Investigation and a piece of Original Writing).

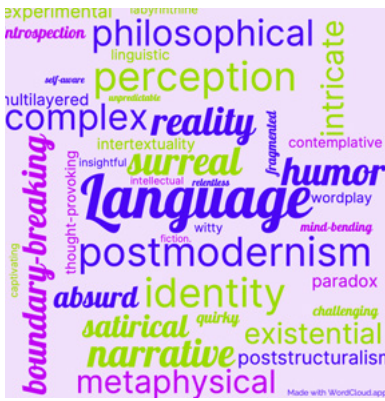
AS Level:

- **Unit 1:** Language and the Individual (50% of AS Level – 1 hour 30 minutes written exam).
- **Unit 2:** Language Varieties (50% of AS Level – 1 hour 30 minutes written exam).

WHERE THIS SUBJECT CAN TAKE YOU

Students go on to pursue the arguably unparalleled variety of university courses and careers (such as Law, Linguistics, History, Philosophy, Languages, Journalism, Education, Psychology) for which studying English at this level is a highly valued preparation, including those who continue to read the subject at top UK universities.

LANGUAGE & LITERATURE



ABOUT THIS COURSE

The IB Language and Literature courses offers you the opportunity to study language and literature in greater depth. You will explore a range of interlinked texts from different bodies of work to adopt an increasingly independent, global perspective, while reflecting on how we are all represented every day.

ENTRY REQUIREMENTS

For English A, Grade 6 or above in (I)GCSE English Language and English Literature. For other language A options, please discuss with Director of Learning.

“English in the Sixth Form is about having the freedom to take risks with ideas and being able to use critical skills and has been crucial in establishing my independence and curiosity as a learner.”

AWARD – IBDP & IBCP

English A Language & Literature (Studies in Language and Literature – Group 1)

German A Language & Literature (Studies in Language and Literature – Group 1)

COURSE CONTENT/STRUCTURE

Language A Language & Literature, offered at both Standard and Higher Levels, is at the heart of the IB Diploma and is unique in terms of the variety and combination of texts and topics you study. You will read non-literary texts and literary works, some in translation, from different cultures and perspectives, past and present, and from around the world.

You will also gain a clear understanding of how language, culture and context are intrinsically linked, both to each other, and to the literature that represents them. It will therefore enable you to develop the independence, spirit of enquiry, academic rigour and critical thinking skills that will be invaluable to you in the future, whatever path you choose.

ASSESSMENT

You will be assessed by a combination of written examinations, essays and a recorded oral examination. This range of assessment types allows you to develop skills in analysis, debate and different forms of communication.

- **Paper 1:** Guided Textual Analysis (35% of IB grade; written exam).
- **Paper 2:** Comparative Essay (35% of SL & 25% of HL IB grade: written exam).
- **HL Essay:** Higher Level only (20% of IB HL grade).
- **Reflective Journal:** Ongoing assessment throughout the two year course.
- **Individual Oral Examination:** (30% of SL and 20% of HL grade)

AWARD – IBDP

Language A Literature (School Supported Self Taught) (Studies in Language and Literature – Group 1)

COURSE CONTENT/STRUCTURE

The Language A Literature (School Supported Self Taught) course is designed for motivated, independent students to be able to access what is usually their native language and fulfil their Group 1 subject selection to achieve the IB Diploma.

ASSESSMENT

You will be assessed by a combination of written examinations, essays and a recorded oral examination. This range of assessment types allows you to develop skills in analysis, debate and different forms of communication.

- **Paper 1:** Guided Textual Analysis (35%)
- **Paper 2:** Comparative Essay (35%)
- **Individual Oral Examination:** (30%)

WHERE THIS SUBJECT CAN TAKE YOU

Students go on to pursue the arguably unparalleled variety of university courses and careers (such as Law, Linguistics, History, Philosophy, Languages, Journalism, Education, Psychology) for which studying English at this level is a highly valued preparation, including those who continue to read the subject at top UK universities.

GEOGRAPHY



ABOUT THIS COURSE

The ability to view issues from a wider perspective means Geography can usefully be combined with other Science or Arts subjects. Thus, the flexibility of geographers keeps them in demand for a much wider range of careers than prescriptive subjects can offer. Geography has been defined amongst the key “facilitating” highly regarded subjects in a guide compiled by the Russell Group (20 leading UK universities).

ENTRY REQUIREMENTS

GCSE Geography Grade 6. If you have not studied Geography at GCSE we will expect English Literature or Language and Sciences at Grade 6 or above

“Geography is so relevant. Nearly everything we have studied has been in the news in the last 6 months!”

AWARD – IBDP & IBCP

Geography (Individuals and Societies – Group 3)

AWARD - A LEVEL

AQA Geography

COURSE CONTENT/STRUCTURE

Part 1 – Geographical Themes (2 at SL and 3 at HL)

- Oceans and Coastal Margins
- Geophysical Hazards
- Leisure, Tourism and Sport

Part 2 – Core (SL and HL)

- Population Distribution - Changing Population
- Global Climate - Vulnerability and Resilience
- Global Resource Consumption and Security

Part 3 – Core Extension (HL only)

- Power, Places and Networks
- Human Development and Diversity
- Global Risks and Resilience

Internal Assessment

Based on fieldwork using a combination of primary and secondary data collected.

ASSESSMENT

Core Themes: 35% (SL & HL) (2hrs 15mins)

Optional Themes: 40% (SL & HL) (1hr 15mins)

HL Extension: 1hr (HL)

Internal Assessment: 25% (SL & HL)

Exams are in May of the Upper Sixth. Questions are open-ended and allow the freedom to discuss, offer opinions and evaluate.

COURSE CONTENT/STRUCTURE

Physical Geography

- Water and Carbon Cycles
- Coastal Systems and Landscapes
- Earth and Climatic Hazards

Human Geography

- Global Systems and Governance
- Changing Places
- Population and the Environment

Geography Fieldwork Investigation

Four days of fieldwork during the course (Human and Physical) will allow you to create an independent investigation incorporating your choice of the topics studied.

ASSESSMENT

Physical: 120 marks (2hrs 30mins)

Human: 120 marks (2hrs 30mins)

Investigation: 60 marks

This is a linear course with all exams sat in the summer session of the Upper Sixth.

WHERE THIS SUBJECT CAN TAKE YOU

Pursuing a pure geography degree will immerse you in the most pressing issues facing modern society, such as population dynamics, climate change, resource security and natural disasters. Many universities offer the flexibility of combining geography with other disciplines such as Oceanography, Environmental Science, Geology, Zoology, Politics, Economics and various languages. Highly respected by employers, it serves as a bridge between science and humanities. Pupils from Ryde have gone on to careers as digital mapping experts, mineral extraction managers and environmental surveyors for the Ministry of Defence.

HISTORY



ABOUT THIS COURSE

History provides identity, both individual and societal, and acts as a collective memory for the human race. History is the story of our lives and is intrinsically interesting and stimulating. If you are willing to read, think and form opinions of your own whilst considering and measuring the opinions of others you should study History.

ENTRY REQUIREMENTS

GCSE History Grade 6. If you have not studied History at GCSE we will expect English Literature or Language at Grade 6

"The department offers both the support and guidance I need while also affording me the independence to pursue my own interests."

AWARD - IBDP & IBCP

History (Individuals and Societies - Group 3)

AWARD - A LEVEL

AQA History

COURSE CONTENT/STRUCTURE

Paper 1 - The Move to Global War (SL & HL)

- Japanese Expansion in East Asia
- German and Italian Expansion

Paper 2 - The Twentieth Century World (SL & HL)

- Causes and Practices of War
- Dictatorships and Authoritarianism

Paper 3 - The History of Europe (HL)

- Italian and German Unification
- Imperial Russia
- Diplomacy in Europe

Internal Assessment on topic of the candidates choosing

ASSESSMENT

Paper 1: Source Analysis 1hr (30%)

Paper 2: Essay Skills 1hr 30mins (45%)

Paper 3: Higher Level Unit

Internal Assessment (25%)

COURSE CONTENT/STRUCTURE

Paper 1 - Britain 1906-1957

- Britain and the World Wars
- Suffrage, Strike and Depression
- Prime Ministers, Politics and Transition

Paper 2 - Tsarist and Communist Russia 1856-1964

- The End of Tsarism
- The Revolution of 1917
- The Communist Era

Paper 3 - Tudor England 1485 - 1603

- A synoptic study of political, social and economic changes through the Tudor period

ASSESSMENT

Paper 1: Written Exam 2hrs 30mins (40%)

Paper 2: Written Exam 2hrs 30mins (40%)

Paper 3: Coursework Unit (20%)

WHERE THIS SUBJECT CAN TAKE YOU

One criticism made of History is a lack of value in the jobs market. This is unfair, ask the many bankers, management consultants and analysts in the city with History degrees, the skills acquired studying History are valued in many careers. As effective writers and communicators, many History graduates become journalists, authors and editors. Being able to organise and manage information has led many to become outstanding researchers, librarians and information managers. Others complete further study to become lawyers, diplomats and public officials. Politics is another career path for historians, some of whom have risen to high office.





MATHEMATICS (IBDP & IBCP)



ABOUT THIS COURSE

Within the International Baccalaureate, there are two Mathematics subjects or routes which are both available at Standard Level (SL) and Higher Level (HL), namely Mathematics: Analysis and Approaches, and Mathematics: Applications and Interpretation.

A central core curriculum common to all four options will build on GCSE work and will give a strong foundation in the skills of analysis, abstraction and generalisation. Later in the first year, students will move on to study topics more specific to their chosen route.

Analysis and Approaches is strongly rooted in algebra and calculus, and whilst problem solving and critical thinking are important these will often be found in a more abstract setting.

Applications and Interpretation is rooted in the use and application of Mathematics, and covers more statistics and modeling than algebra and calculus with contextual problems a big focus of the course.

ENTRY REQUIREMENTS

SL: Mathematics GCSE Grade 6 (DP & CP)

HL: Mathematics GCSE Grade 7, but ideally 8 (DP students only)

“With Maths I am challenged to use a broad set of skills. The teachers allow a sense of independence which enables me to learn in a style suited to myself.”

AWARD – IBDP & IBCP

Mathematics: Analysis and Approaches
(Mathematics – Group 5)

AWARD – IBDP & IBCP

Mathematics: Applications and Interpretation
(Mathematics – Group 5)

COURSE CONTENT/STRUCTURE

Offered at both SL and HL, this course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalisation.

COURSE CONTENT/STRUCTURE

Also offered at both SL and HL, this option is for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context.

ASSESSMENT

All students will complete an internally assessed piece of work, “the IA”, worth 20% of the overall grade. The IA will be a project of their own design, offering the opportunity for independent study by engaging in mathematical exploration.

SL students will complete two externally assessed written papers alongside the IA, whilst HL students will complete three externally assessed written papers alongside the IA.

WHERE THIS SUBJECT CAN TAKE YOU

Analysis and Approaches is intended for students who wish to pursue studies in Mathematics or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Applications and Interpretation is designed for students who enjoy describing the real world and solving practical problems using mathematics. Students interested in Social Sciences, Natural Sciences, Statistics, Economics, Psychology, Business and Design will benefit from at least pursuing the SL course, whilst those considering Chemistry, Biology, Biomedical Sciences, Medicine, Veterinary Science, Computing and Engineering will find the HL content relevant and interesting.

MATHEMATICS & FURTHER MATHEMATICS (A LEVEL)



ABOUT THIS COURSE

A Level Mathematics builds on GCSE work, and is broadly split into Pure Mathematics, Statistics and Mechanics. The use of technology is encouraged, and real world applications are sought out. Relevance to the workplace or academia is evident through the recent introduction of a large data set, encountered in the course and final exams with plenty of rigorous content to learn within the Pure Maths sections. Studying Further Mathematics alongside the single A Level will allow for deeper exploration and should be considered by anyone contemplating studying Mathematics or related subjects at university.

ENTRY REQUIREMENTS

Mathematics - Grade 7 or above at GCSE, whilst in exceptional cases a Grade 6 may be considered
Further Mathematics - Grade 8 or above at GCSE with some evidence of extension work beyond the GCSE

"Maths A Level is a complex and fulfilling subject that allows you to explore engaging topics and gain an understanding of principles behind them."

AWARD - A LEVEL

EDEXCEL Mathematics

COURSE CONTENT/STRUCTURE

Mathematics at this level is designed to develop students' powers of understanding and deduction as well as resourcefulness in solving problems. It appeals to those with a curiosity about numbers, patterns and ideas that have the power to solve real problems.

Approximately two thirds of the course is Pure Mathematics, mostly algebra, calculus and trigonometry - although at this level a common feature is the blurring of lines between different disciplines. The remaining third is split evenly between Statistics and Mechanics, with many topics and skills being transferable to a number of other subjects.

ASSESSMENT

Paper 1: Pure Mathematics 1

Paper 2: Pure Mathematics 2

Paper 3: Statistics and Mechanics

AWARD - A LEVEL

EDEXCEL Further Mathematics

COURSE CONTENT/STRUCTURE

Students taking Further Mathematics will study the entire A Level Mathematics course in the Lower Sixth, and then begin the study of Further Mathematics in the final stages of that year before continuing throughout Upper Sixth.

One half of the course is dedicated to Pure Mathematics with a degree of choice for the other half. By offering Further Mechanics and Further Statistics students continue to have a very rounded overview of the subject and therefore this is the default model we have chosen to follow. There is scope to adapt this based on numbers and specific strengths and needs of students which can be explored later in the course.

ASSESSMENT

Both A Level Mathematics and A Level or AS Level Further Mathematics will be examined at the end of the two year course. Alongside the same exams for the single A Level, students will sit:

Papers 1 & 2: Core Pure Mathematics

Papers 3 & 4: Electives as above

WHERE THIS SUBJECT CAN TAKE YOU

Mathematics is widely viewed as one of the key facilitator subjects, held in high regard by universities and employers the world over. Essential for the likes of Engineering, Physics and, of course, Mathematics, an A Level in Maths normally sits quite high up the list for other degrees such as Medicine, Dentistry, Veterinary, Natural Sciences, Biology, Chemistry, Economics, Computing, Business and Accounting and is also useful for the Humanities and Social Sciences. Further Mathematics, meanwhile, is certainly key for anyone hoping to pursue Mathematics at degree level and, similarly, will be highly regarded by any of the fields already mentioned above.

LANGUAGES ACQUISITION



ABOUT THIS COURSE

Languages Group 2 is developed at two levels - **Standard Level (SL)** and **Higher Level (HL)**. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills for the Language Acquisition. We currently offer French, German English and Spanish to those with previous experience. A further world language such as Japanese or Italian is also on offer as a beginners course at Standard Level only.

ENTRY REQUIREMENTS

HL: GCSE Grade 6 in the chosen language

"I enjoy learning not just how to speak and understand French, but also about the culture of the entire 'monde francophone'. I really recommend languages for the different perspectives they can give you."

AWARD – AS PART OF IBDP OR A LEVEL PLUS

Language B (Language Acquisition - Group 2)
Ab Initio (Language Acquisition - Group 2*)
e.g. Italian in 2023

COURSE CONTENT/STRUCTURE

Five prescribed themes are common to the syllabuses of Language B. The themes provide relevant contexts for study at all levels of language acquisition in the IBDP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

In addition, the study of two literary works is required at HL.

ASSESSMENT

External Assessment - 75% (HL & SL)

- **Paper 1:** Writing - 25%
- **Paper 2:** Listening & Reading - 50%

Internal Assessment: 25% (HL & SL)

- **Individual Oral:** 25 %

Why French?

More than 300 million people speak French on the five continents. French is the second most widely learned foreign language after English, and the fifth most widely spoken language in the world. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts.

Why Spanish?

Spanish is the second most spoken language by native speakers in the world, with more than 400 million Spanish speakers in 21 countries. Spanish can be used as a 'gateway' to learn other languages. With an ever increasing presence in the global market, emerging economies in the Americas mean that the chance of work and business opportunities from Spanish knowledge is increasing.

Why German?

German is spoken by 120 million people. It is Europe's business and most widely spoken language. As well as Germany, Austria, Switzerland and Liechtenstein, it is widely spoken across Europe, especially in Eastern Europe. Germany has the world's third largest economy and is the number one export nation worldwide. German is the second most commonly used scientific language. Germany is the third largest contributor to research and development and offers research fellowships to scientists from abroad.

Why English?

For students who choose to do German Language and Literature (German A), we offer English as their language acquisition course.

WHERE THIS SUBJECT CAN TAKE YOU

A qualification in a language will allow access to a wide variety of Higher Education courses. A language combined with another subject will also allow the student to spend anything from one term to one year abroad as part of the course. Language skills are in demand and relevant to almost any career pathway. Typically, languages are combined with a wide range of other subjects in degree courses, thus widening employment horizons in exciting ways. As well as jobs for specialist linguists, there is great demand for foreign language speaking engineers, scientists, business people, marketing specialists, the leisure and tourism sector to mention just a few. With the changing relationships between Britain and the rest of Europe, knowledge of a foreign language is likely to become even more important to strengthen links beyond our time in the EU.

MUSIC



ABOUT THIS COURSE

Study of music at Sixth Form level offers an exciting opportunity to develop your skills and broaden your experience of music. A successful musician requires diverse skills in performance, composition, harmony, music history and analysis, listening and writing, as well as interpersonal skills of communication and leadership.

ENTRY REQUIREMENTS

Grade 5 in instrument / voice and GCSE Music Grade 6. Students should also have worked on Grade 5 theory, although it not essential that they have passed the exam.

"The course itself is engaging and interesting. There are endless opportunities to get involved in an ensemble or choir, whether studying the subject or not. The music department always welcomes you with open arms, and I enjoy being part of this department."

AWARD – IBDP & IBCP

Music (The Arts – Group 6)

AWARD - A LEVEL

EDEXCEL Music

COURSE CONTENT/STRUCTURE

The course aims to build on the musical interests and abilities of our students, encouraging an understanding of the relevant and very diverse musical skills required by a successful all round musician. Through study and practice of the core skills of performance, composition, listening and analysis, students will develop their knowledge and potential as musicians and study in depth four main topics:

1. **Exploring music in context**
2. **Experimenting with music**
3. **Presenting music**
4. **The contemporary music-maker (HL only)**

In conjunction with investigating four Areas of Inquiry, pupils also look at personal, local and global contexts. An interest and enthusiasm for all styles of music will be encouraged. Students will be expected to read, listen to and study a wide range of music in order to gain an understanding and appreciation of the sheer diversity of music across the world.

ASSESSMENT

No written examination for IB music, but students submit a final portfolio for each topic of recorded **Performance**, **Composition** and **Arranging** techniques also demonstrating the use of Music Technology. Internal Assessment and monitoring is carried out termly by the subject teacher, alongside a Music Journal kept by the students.

COURSE CONTENT/STRUCTURE

The course consists of:

- **Performance** coursework - 30%
- **Composition and Compositional Techniques** coursework - 30%
- **Listening and Appraising** written examination - 40%

The course focuses immediately on the understanding and use of musical terminology as well as the development of harmonic understanding. This builds into an understanding of set works, harmony, listening skills and the development of compositional technique and understanding.

ASSESSMENT

Performance: Public performance, minimum of eight minutes of Grade 7/8 standard music.

Composition: One composition of four minutes and completion of a compositional techniques exercise.

Appraising: Two hour examination - listening questions and two essays, based on the study of set works, wider listening and unfamiliar music.

WHERE THIS SUBJECT CAN TAKE YOU

Studying music at this level develops the vital musical skills of composition, performance, music analysis, harmony and listening skills. As a professional musician or keen amateur, the experience and knowledge gained at Sixth Form level will remain with you through all of your future musical activities. Previous students of Ryde School are now composers, music teachers, professional conductors, accompanists, West End Musical Performers and Directors, and Director of Music at St Anne's College, Oxford University and professional opera singers.

PERFORMING ARTS (BTEC)



ABOUT THIS COURSE

The Performing Art BTEC has been designed for those who are interested in the study of the performing arts both in practice and theory. Future employers and professional bodies have been consulted in the structure of the course to ensure the content is appropriate and consistent with current practice for students choosing to enter employment in this field.

ENTRY REQUIREMENTS

Taken as part of the IBCP and must be taken with either 2 Higher Level IB subjects or 3 Standard Level subjects.

“The course itself is engaging and interesting. There are endless opportunities to get involved in an ensemble or choir, whether studying the subject or not. The music department always welcomes you with open arms, and I enjoy being part of this department.”

AWARD – IBDP & IBCP

Music (The Arts – Group 6)

COURSE CONTENT/STRUCTURE

The course contains three mandatory and one optional units studied and assessed over the two years of the course.

Mandatory units

These units focus on:

- Investigating Practitioners’ Work – critical analysis and extended writing skills that aim to support students’ progress to higher education. As possible performing arts practitioners, students will gain a good understanding of the work of influential practitioners to inform their own work and practice
- Developing Skills and Techniques for Live Performance – students will develop the appropriate skills and techniques in various performance disciplines such as acting, dance, musical theatre and physical theatre.
- Group Performance Workshop– students will develop the essential skills necessary for the performing arts. They will develop physical techniques, as well as wider transferable skills such as being able to work collaboratively, personal management and organisation (rehearsals, time management), being able to give and take direction, confidence in front of an audience, problem solving (refining the process) and teamwork. Students will understand different audiences in different environments and will learn to adapt a performance to engage the target audience.

OPTIONAL UNIT

Students select one optional unit to support their own strengths, examples include: Contemporary dance technique, street dance technique, acting styles, developing the voice for performance, and variety performance.

ASSESSMENT

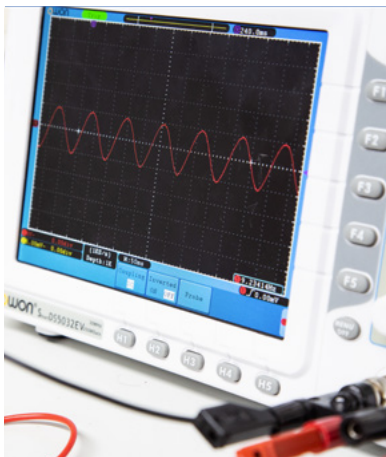
Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles. There are three main forms of assessment: external, internal and synoptic.

External assessment used for qualifications in the performing arts suite are: set tasks where learners take the assessment during a defined window and demonstrate understanding through completion of a task. Internally-assessed units are set by the school and assess the final summative assessment of each unit. Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

WHERE THIS SUBJECT CAN TAKE YOU

Studying music at this level develops the vital musical skills of composition, performance, music analysis, harmony and listening skills. As a professional musician or keen amateur, the experience and knowledge gained at Sixth Form level will remain with you through all of your future musical activities. Previous students of Ryde School are now composers, music teachers, professional conductors, accompanists, West End Musical Performers and Directors, and Director of Music at St Anne’s College, Oxford University and professional opera singers.

PHYSICS



ABOUT THIS COURSE

Physics is a Natural Science. It is concerned with the world in which we live and attempts to describe and explain natural phenomena. At A Level and IB we extend our depth of understanding of concepts from GCSE and investigate more complex topics/concepts. We use practicals where possible to enhance learning and develop some of the necessary mathematical skills. From the sub-atomic to the interstellar - Physics provides the answers.

ENTRY REQUIREMENTS

GCSE in Physics or Dual Award Science Grade 6

IB students - Maths is taken as part of the IBDP course

A-level students - A-level Maths is required to support the mathematical content/demands of the course.

"Physics has awakened my interest in the quantum world."

AWARD - IBDP & IBCP

Physics (Sciences - Group 4)

COURSE CONTENT/STRUCTURE

Two year course leading to IBDP or IBCP:

- Content includes classic Physics topics of Mechanics, Electricity and Magnetism, Waves, Light, Thermal, Energy, Astro, Energy, Atomic and Nuclear Physics with added elements of Relativity and Engineering Physics.
- Theoretical study is taught alongside practical work to enhance and further knowledge and understanding.
- The IB course typically requires a high level of personal study and motivation particularly for study at Higher Level.

ASSESSMENT

Two exams both covering all topics - one comprising multiple choice and short answer questions and one longer answer questions.

One internally assessed Independent Investigation (theory + practical + analysis).

AWARD - A LEVEL

EDEXCEL Physics

COURSE CONTENT/STRUCTURE

Two year A Level course:

- Content covers classical Physics topics of Mechanics, Waves and Properties of Light, Electricity, Materials, Circular Motion and Oscillations, Electric, Magnetic and Gravitational Fields, Thermal Physics, Astronomy and Nuclear and Particle Physics to ensure that it adequately prepares learners for university courses.
- Practical skills are developed through a minimum of 16 internally assessed core investigations.
- Mathematical skills contribute significantly to overall assessment.

ASSESSMENT

Two exams (105 mins each) based on groups of topics followed by a final exam (150 mins) as a synoptic paper covering all areas with an emphasis on practical techniques.

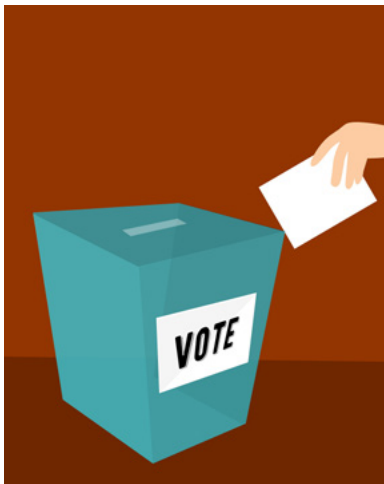
Practical skills competency - internally assessed (not part of the A Level award).

WHERE THIS SUBJECT CAN TAKE YOU

A post 16 qualification can take you into almost any subject/direction and anywhere.

Students may go on to study Physics, all branches of Engineering, Mathematics, Finance, Business and Medicine/ Medical Sciences. An A Level in Physics shows a high level of critical thinking and problem solving skills which is highly desirable in all careers and all walks of life. Apprenticeships warmly welcome students who have studied Physics beyond GCSE.

POLITICS



ABOUT THIS COURSE

You do not need to want to become a politician to study politics but as a future voter and citizen, studying politics will help you understand the issues that will affect your future, the structure of government and the ideas that shape our thinking.

ENTRY REQUIREMENTS

GCSE History Grade 6 is the best guide but if you have not studied History at GCSE we will expect English Language or Literature at Grade 6 or above

"I have enjoyed this course. It has taught me about the fundamental individuals, foundational institutions and principles of modern society and the political world, encouraging me to question the purpose of our political system in the UK, and thus our responsibility as participants within it."

AWARD - A LEVEL

AQA Government and Politics

COURSE CONTENT/STRUCTURE

Government and Politics of the UK

- How British Government Works - the Constitution, Parliament, Prime Minister & Cabinet and Judiciary
- Recent Constitutional Developments including Devolution and Relations with the EU
- British Politics - Democracy, Political Engagement, Parties and Pressure Groups
- Elections, Referendums and Voting Behaviour

Government & Politics of the USA and Comparative Politics

- The Constitution of the USA and the Three Branches of Government
- The Electoral Process, Political Parties and Pressure Groups
- Civil Rights
- Comparisons between the USA and the UK

Political Ideas

- Core Ideologies - Liberalism, Conservatism, Socialism, Nationalism, Feminism, Multiculturalism, Anarchism and Ecologism

ASSESSMENT

1. **Government & Politics of the UK** - 77 marks (2 hours)
2. **Government & Politics of the USA & Comparative Politics** - 77 marks (2 hours)
3. **Political Ideas** - 77 marks (2 hours)

This is a linear course with all exams sat in the summer session of the Upper Sixth. Each of the three papers carries equal weight and are of the same format:

Section A: Three compulsory short answer questions

Section B: A compulsory extract requiring analysis and evaluation

Section C: An essay from a choice of two (or five on paper 3)

WHERE THIS SUBJECT CAN TAKE YOU

An increasing number of Ryde students go on to study courses based on Politics, International Relations or Government at university but Politics is also a good subject to have studied for those going on to study related subjects such as History, Law and European Studies. It also develops skills such as essay writing, debating and analysing text and gives students a good understanding of contemporary issues in Britain and the wider world. As such it can be said to provide you with the skills and knowledge required for anyone taking seriously their responsibilities as 21st Century citizens. Careers that would particularly benefit from a study of Politics include Diplomacy, Law, Journalism, Civil Service, Charity and Voluntary Sector work and Marketing.

PSYCHOLOGY



ABOUT THIS COURSE

Psychology is the study of the human mind, mental processes and resulting behaviour.

It involves looking at theories and research put forward by psychologists, in their quest to achieve a better understanding of how we function.

ENTRY REQUIREMENTS

GCSE in Science - Grade 5 and GCSE in English/History - Grade 6

"Through A Level Psychology I discovered an interest in the biopsychological side of the subject and I found it fascinating how intertwined Chemistry and the neuroscience aspect of Psychology are."

AWARD - IBDP & IBCP

Psychology (Individuals and Societies - Group 3)

COURSE CONTENT/STRUCTURE

- Biological Approach
- Cognitive Approach
- Sociocultural Approach
- Abnormal Behaviour
- Developmental
- Research Methods
- Coursework

ASSESSMENT

One 2 hour paper and a 1 hour paper plus coursework for Standard Level.

Two 2 hour papers plus 1 hour paper and coursework for Higher Level.

A mixture of short answer questions and extended answers in the papers.

AWARD - A LEVEL

AQA Psychology

COURSE CONTENT/STRUCTURE

- Social Influence
- Memory
- Attachment
- Psychopathology
- Research Methods
- Approaches
- Biopsychology
- Gender
- Schizophrenia
- Aggression
- Issues And Debates

ASSESSMENT

Three 2 hour papers, each contributing a third of the overall marks.

A mixture of multiple choice, short answers and extended writing questions.

WHERE THIS SUBJECT CAN TAKE YOU

A useful qualification for people related careers as well as a BSc/BA in Psychology or related area such as Criminology. Can lead to career in Psychology, such as Forensic Psychology, Clinical Psychology, Counselling or Educational Psychology.

SPORT (BTEC)



ABOUT THIS COURSE

This course gives students the chance to experience the many sides of sports. They will be able to look at the academic and theoretical side of sports, as well as look at the practical and vocational side. The BTEC Sport allows students to experience and get involved in a variety of sporting environments that our sports industry offers.

ENTRY REQUIREMENTS

Taken as part of the IBCP and must be taken with either 2 Higher Level IB subjects or 3 Standard Level IB subjects

“BTEC sport is a fantastic way to intertwine people’s love of exercise and sport along with academic education.”

AWARD – BTEC (IBCP ONLY)

BTEC National, Level 3 Extended Certificate in Sport

COURSE CONTENT/STRUCTURE

Four units over two years, three mandatory units and one unit chosen by the department.

The three mandatory units:

Unit 1: Anatomy and Physiology (Exam 1 hour 30 minutes, 80 marks)

Having an understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities.

Unit 2: Fitness Training and Programming for Health, Sport and Well-being (Exam - four hours note taking and two hour 30 minute exam , 60 marks)

In this unit, you will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information you will explore how to make judgements on a specific individual’s current lifestyle and then suggest modifications to help improve the individual’s fitness, health and overall well-being.

Unit 3: Professional Development in the Sports Industry (Coursework)

In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action-plan your Professional Development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan.

Current optional unit is:

Application of Fitness Testing Coursework

ASSESSMENT

Two of the four units are internally assessed by the department and will be graded as or Distinction, Merit or Pass. Two units are externally assessed.

The Unit 1 exam will be sat in May of the Lower Sixth and Unit 2 in January of the Upper Sixth

The internal credits are worth 60 credits each, whilst the externally assessed units are worth 120 credits each

WHERE THIS SUBJECT CAN TAKE YOU

Entry to Sports sector courses and work. With HL Biology passed at grade 6, a Distinction and work experience this currently enables a physiotherapy application.

THEATRE STUDIES



ABOUT THIS COURSE

A Level Theatre Studies offer an unparalleled opportunity to develop inter-personal skills, as well as promoting creative insight and understanding. The courses depend heavily on research procedures, exploration of ideas and theories and the acquisition and application of skills. Suitable for those wishing to pursue Drama beyond school, but also recognised as offering a broad array of critical transferable skills.

ENTRY REQUIREMENTS

GCSE Drama Grade 6 or above. Students who have not studied Drama at GCSE will be considered on an individual basis following a discussion with the Head of Drama

"The drama department is a place where I feel completely comfortable and is a place where I can fully express my creativity."

AWARD - A LEVEL

AQA Drama and Theatre Studies

COURSE CONTENT/STRUCTURE

- **Component 1: 40%**
Set Texts
Jerusalem, Our Country's Good, Antigone
Live Theatre
- **Component 2: 30%**
Devising original drama
- **Component 3: 30%**
Presenting three extracts from three texts, influenced by a theatre practitioner

ASSESSMENT

- **Component 1**
Final 180 minute written exam.
- **Component 2**
Internal assessment, external moderation.
- **Component 3**
External assessment.

WHERE THIS SUBJECT CAN TAKE YOU

Degree course in Drama, Performing Arts, English, Drama School, Film and Television and Media.
Drama and Theatre Studies graduates get jobs with a range of employers including theatres and arts organisations, broadcasters, schools, colleges and universities, welfare organisations and advertising agencies.



Periodic Table



www.rsc.org/periodic-table



ACADEMIC SUPPORT

Sixth Form life is busy and students have many demands on their time. Likewise the level of study in Post 16 courses requires much of the students and at times this can prove challenging. At Ryde we want to give Sixth Formers more freedom but at the same time guidance and support to develop independence and effective study and work habits and we will support students on an individual basis to get there. Whilst all tutors guide and support their tutees during the weekly tutor lessons, there are times when extra support is required to ensure a balance between study and other activities is maintained. Ryde School operates a system of monitoring and guidance to ensure success.

Where concerns are raised by the guidance and tracking process there are four layers of support:

Tutor/Head of Sixth Form discussion: When a student just requires a gentle steer to get back on track this is provided in the form of a discussion with the student's tutor and the Sixth Form Team.

Supervised Private Study: Where there are concerns over students' approaches to their studies – missing deadlines for assignments, poor quality work etc. – they will be required to attend supervised private study. This helps students to focus their attention and ensure they make effective use of their study time in the school day. This measure is usually applied for a finite time of a few weeks until the next assessment point when progress is reviewed. Sometimes students volunteer to have supervised study.

Academic Support Report Card: In discussion with the Sixth Form Team, a set of targets will be identified for a student. Students then have a report card they take with them to each lesson and teachers provide feedback on how well they are achieving those targets within their subject. Progress with these targets is reviewed by a student's tutor on a daily basis to ensure progress is being made. As with supervised study, report cards are used for a limited period of time to maintain an impact.

Senior Management Mentoring: Each year a small number of students are identified for mentoring by a senior member of staff. This support is usually to help a student cope with the demands and organisation required by Sixth Form study. They will then meet with that member of staff on a weekly basis to discuss progress and assess any targets set. Mentoring can be both short and extended periods of time depending on the student's needs.

Over the two year course a tutor builds up a detailed knowledge of their tutees' strengths and weaknesses and works with them to ensure final success. The above layers of additional support work in partnership with ongoing tutoring rather than being a separate measure.

LEARNING SUPPORT

Ryde School has a dedicated Learning Support department which supports students who have specific learning requirements. During the admissions process any learning needs should be disclosed and the student will meet with the Head of Learning Support either prior to, or after, joining the School depending on the level of need.

Teaching staff at Ryde School are trained in the support of students with learning needs and make reasonable adjustment to their teaching to accommodate the needs of all students in their class. Where specific one-to-one learning support lessons are required these are provided at an additional charge.

Students joining the school who require special access arrangements for public examinations will have their needs assessed by the Learning Support department. All students following the IB programme will need to have an updated assessment should their original assessment have been undertaken before Year 11. There is a charge for this assessment.



**OVER 2 HOURS OF
TUTOR TIME PER WEEK**



**MAXIMUM OF 14
IN A TUTOR GROUP**



**MAXIMUM OF 16
IN A CLASS**



**STUDY SPACE IN THE
SIXTH FORM STUDY
LIBRARY AND PAVILION**

INTERNATIONAL STUDENTS

Boarding Life - Sofija



Leaving your home and joining, not only a new school, but in a new country, surrounded with new cultures, can be intimidating and scary. However, life would be boring without changes. I cannot say I wasn't

nervous when I first arrived, but what I can say is that the immediate feeling of inclusion and sense of community made settling into Ryde School extremely easy. With all of the weekly fun activities and well structured school days, our boarding staff has kept us busy. Ranging from Aqua Parks, Escape Rooms, Paddle Boarding, Roller Disco, Kayaking, or something as simple as a sunny walk, Casino, Pizza or Bingo night or a classic game of football, we've managed to keep our weekends full of exciting new activities. Not only have I been able to explore the Isle of Wight, but I've managed to pick up bits from a variety of new cultures as well. That has helped me, and everyone around me, gain independence, self-improve and personally grow. Not only that, but also improve some important life skills, such as communication and empathy. And, obviously, the coolest thing out of all - you get to live and experience all of the fun with your friends.

Each year students join Ryde School from countries across the world. Nearly all students join as full boarders and enjoy the care and support that comes with this community. In addition to the support students receive from their teachers new members of our community coming from overseas are provided for in the following ways:

IB Diploma Options: Native speakers of German studying for the IB Diploma may opt to take German A as their



Group 1 option. Students wishing to take 'Self-Taught' as their Group 1 option, along with English A, and will receive guidance to ensure they complete the course.

Own Language A Levels: Students wishing to take British qualifications in their own language are provided with guidance and support regarding syllabus content and examination preparation. If language lessons are required to facilitate this process there will be an additional charge for these sessions.

IELTS: Any student coming to the UK to study must come through the new student route and any students wishing to study at a British university must attain a recognised and approved qualification in written and spoken English. The most universally recognised qualification to fulfil this requirement is IELTS and students should check these details and the levels required by individual universities when considering a university course.

To ensure all international students coming through the student route reach the above requirements the School can provide specialist one to one teaching, an additional charge will apply. When a student reaches a good level of proficiency they sit the IELTS assessment, usually in the Lower Sixth, so they can be secure in knowing they have fulfilled the requirement to attend a British university.

English as an Additional Language (EAL): Whilst all international students joining Ryde School are required to have a good level of English they may require additional support to improve either their spoken or written English. The School provides specialist one to one teaching, at an additional cost, to enable students to have a high level of proficiency in English.

Boarding Options at Ryde

We offer flexi, weekly and full boarding options in our brand new, award-winning and purpose build senior boarding house (Years 11 and Sixth Form) in the School grounds in Ryde. Centenary House offers single and twin rooms, many with en-suites, social and study areas and plenty of extra-curricular and sporting activities in the evenings and at weekends.



CAREERS, LIFELONG LEARNING, FUTURES AND DESTINATIONS

The Sixth Form Team, along with Sixth Form tutors and Heads of Department have built a curriculum that aims to help students make the most of their opportunities. We offer general, specific and tailored advice on all aspects of progression to students and parents. This encompasses further and higher education advice based both in the UK and globally alongside guidance on entering employment and all the relevant combinations of education and work.

Sixth Form tutors provide advice and guidance and we encourage students to drop in to see the Sixth Form Coordinator & Careers and UCAS Advisor where we can either deal with questions quickly or arrange a longer meeting. We are also available to discuss career and progression questions with parents by appointment.

The table of destinations, at the back of this booklet, shows the wide range of places, courses and employers our students go to on their departure from Ryde School. We believe there is no one set future and an open, honest dialogue between the student, parents and tutors needs to be sustained throughout the Sixth Form to ensure they set out on the path which best suits them.

University

The Sixth Form Team deal with the mechanics of UCAS to apply to university. Information on our website and through events and meetings at strategic times help parents to understand the process. Visits to careers and university fairs and Q&A sessions with a variety of guests are aimed at lighting a spark that will focus motivation. A Futures programme begins in the Spring Term of the Lower Sixth which includes weekly advice and guidance on work, further education and higher education. There are many pathways to success beyond school and the aim is to help students progress in a positive, happy and engaged way.

Oxbridge Applications

Our Oxbridge students are given specialist advice on these challenging applications. From the Spring Term onward in the Lower Sixth, weekly meetings advise on personal statements, admissions tests and if the application is successful, mock interviews in November of the Autumn Term of Upper Sixth..

Medical Applications

Our potential medics, dentists and vets are guided through the vigorous application process including preparing for the university medical admissions tests.

Interview preparation, at the same time as the Oxbridge applicants, will boost confidence and technique and we also run a practice for Multiple Mini

Interviews (MMI) which universities are adopting to shortlist students for this competitive area of study.

Engineers

The School also guides aspiring engineering students through their application, personal statement and the Engineering admissions test for university and industry.

Apprenticeships/Degree Apprenticeships

We encourage students to look at apprenticeship, degree apprenticeship and school leaver programmes for local, national and international companies and agencies. This is aided by advice from the careers team who will help with CV, cover letter and interview technique.

Armed Forces

There is always a number of applicants for the armed forces, usually at Officer entry. We have a good relationship with their careers service and a large number of alumni who will give direct advice to guide our students on how to prepare prior to application and interview.

Careers

Some students take advantage of school leaver intern programmes with companies such as KPMG, JP Morgan or L'Oreal. We help prepare students for the lengthy and competitive process and ask our alumni already in those companies to give 'live' advice.



EXAMINATION RESULTS

INTERNATIONAL BACCALAUREATE PROGRAMMES (IBDP AND IBCP)

Aggregate results cover the period 2022 -2024

SUBJECT	TOTAL NUMBERS	7	6	5	4	3	2	1
Biology HL	20	3	3	5	6	0	0	0
Biology SL	5	0	1	2	2	0	0	0
Chemistry HL	7	3	1	1	2	0	0	0
Chemistry SL	12	0	1	5	2	4	0	0
Design & Technology HL	6	0	3	3	0	0	0	0
Design & Technology SL	7	0	1	4	2	0	0	0
Economics HL	17	0	3	6	6	0	0	0
Economics SL	19	0	4	4	5	5	1	0
English A HL	12	1	8	2	1	0	0	0
English A SL	21	1	6	9	5	0	0	0
French B HL	5	1	1	3	0	0	0	0
French B SL	10	3	3	4	0	0	0	0
Geography HL	24	2	14	4	4	0	0	0
Geography SL	10	1	1	3	3	2	0	0
German A HL	5	1	1	3	0	0	0	0
German B HL	2	2	0	0	0	0	0	0
German B SL	3	0	0	1	2	0	0	0
History HL	6	0	1	2	3	0	0	0
History SL	9	1	1	3	4	0	0	0
Mathematics HL	14	0	3	2	3	2	2	2
Mathematics SL	33	2	8	7	9	5	1	1
Music HL	4	0	0	3	1	0	0	0
Music SL	1	0	0	1	0	0	0	0
Physics HL	5	1	2	0	1	1	0	0
Physics SL	1	0	1	0	0	0	0	0
Psychology HL	22	3	11	7	1	0	0	0
Psychology SL	23	1	11	7	3	1	0	0
Spanish B HL	4	0	2	2	0	0	0	0
Spanish B SL	5	0	3	2	0	0	0	0
Language ab initio (Italian/Dutch/Japanese)	8	0	0	3	2	3	0	0
Theatre Studies HL	8	0	2	4	2	0	0	0
Theatre Studies SL	2	0	0	1	1	0	0	0
Visual Arts HL	7	0	0	5	2	0	0	0
Visual Arts SL	8	0	0	0	7	1	0	0
Other SL (e.g. Latin B)	3	2	0	1	0	0	0	0
Totals	348	28	96	109	79	0	0	0
Percentages	100	8.0	27.7	31.3	22.7	8.0	1.4	0.9

HL: HIGHER LEVEL
SL: STANDARD LEVEL

CORE	TOTAL NUMBERS	A	B	C	D	E		
Extended Essay	29	4	11	9	5	0		
Theory of Knowledge	29	3	10	14	2	0		
Reflective Project	18	0	0	13	4	1		
Cumulative Percentages		8.0	35.6	67.0	89.7	97.7	99.1	100

IB DIPLOMA AVERAGE SCORES		
2022	2023	2024
34.3	32.18	33

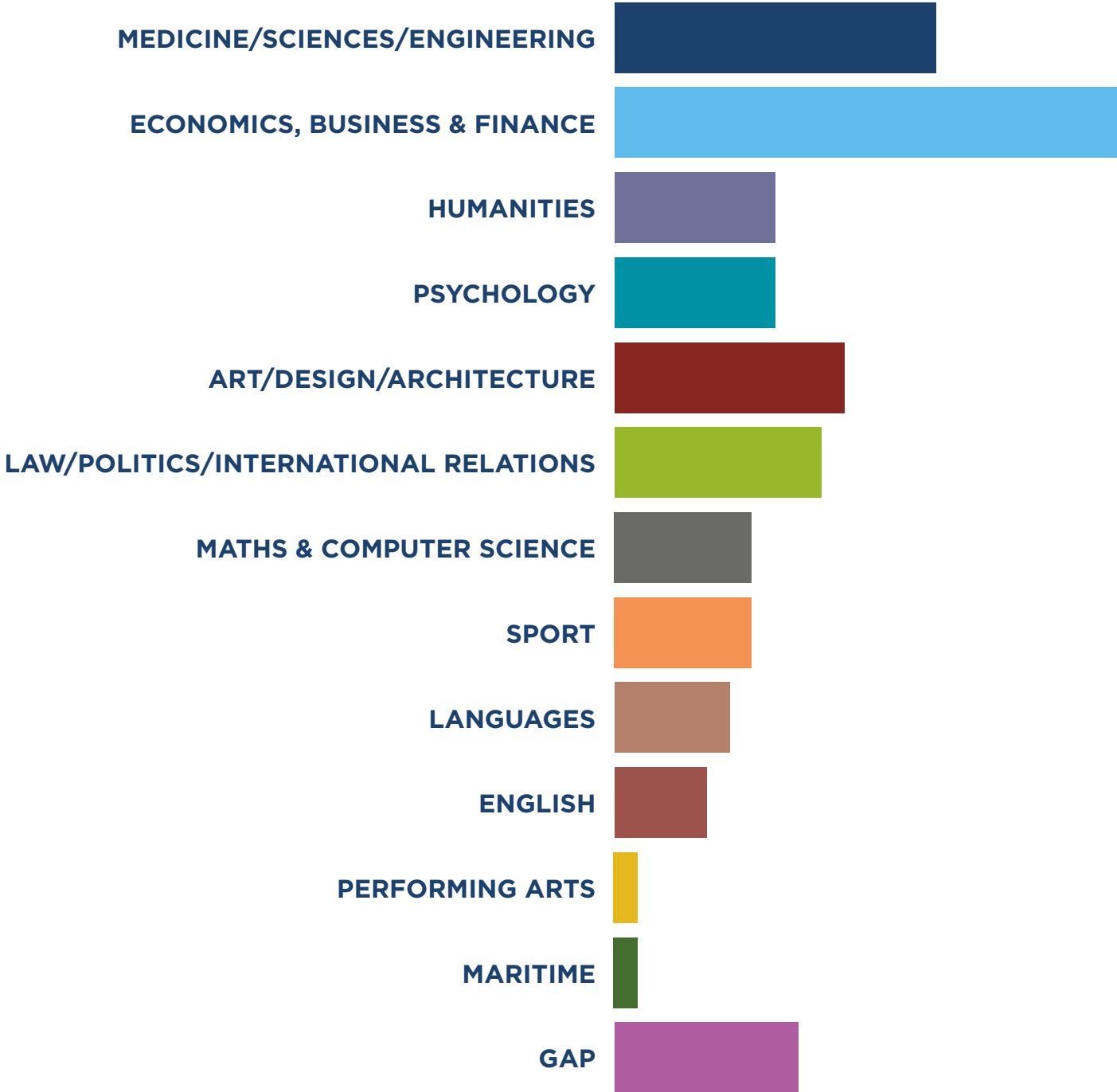
Students taking the IBCP follow a personalised programme of IB subjects, professional and vocational qualifications and the core, including a reflective project. It is not therefore possible to produce a comparative table but our IBCP Coordinator is happy to share examples with interested students and parents.

A LEVEL

Aggregate A Level results (shown below) cover the period 2022 - 2024. Students graduating in 2024 also took additional qualifications as part of our A Level Plus programme. Some of these were individual IB subjects (where they scored a mean of 5 points), others the Gold Arts Award, IB or Theory of Knowledge (TOK). A larger number took the Extended Project Qualification (EPQ), with UCAS points equivalent to AS, and these results are included.

SUBJECT	TOTAL NUMBERS	A*	A	B	C	D	E	U
Art & Design	17	1	6	7	2	1	0	0
Biology	34	5	4	6	10	6	3	0
Chemistry	35	5	7	7	7	5	2	2
Computer Science	14	2	3	3	2	2	2	0
Design & Technology	16	5	6	3	2	0	0	0
Economics	30	2	4	11	11	1	1	0
English Literature	27	0	5	10	10	2	0	0
Further Mathematics	13	5	3	4	1	0	0	0
Geography	26	1	8	11	3	2	1	0
Government and Politics	22	2	5	4	5	1	5	0
History	27	1	3	9	10	3	1	0
Mathematics	74	14	22	12	10	10	4	2
Music	8	3	4	1	0	0	0	0
Physics	42	7	11	12	4	6	1	1
Psychology	28	2	4	16	5	1	0	0
Theatre Studies	10	0	3	2	5	0	0	0
Other (Additional Further Mathematics, English Language, Latin, Photography, Russian, Spanish)	3	1	1	0	0	1	0	0
Totals	426	56	99	118	87	41	20	5
Percentages	100	13.1	23.2	27.7	20.4	9.6	4.7	1.2
EPQ	83	0	22	27	15	15	4	0
Cumulative		13.2	23.2	27.7	20.4	9.6	4.7	1.2

COURSE CHOICES OF STUDENTS - LEAVERS 2024



DESTINATION OF STUDENTS - LEAVERS 2024

Preferred Name	Course	Destination
Charlotte	Physical Geography with a Year Abroad	Aberystwyth University
Edward	Business and Management	University of Exeter
Iona	Business Management with Industrial Experience	University of Exeter
Annabel	Law	Cardiff University
Killian	Maritime Engineering	University of Southampton
Dmytro	GAP	
Finley	English with Creative Writing	GAP then University of Nottingham
Thea	Sport and Exercise Psychology	GAP the University of Portsmouth
Edison	Finance	Royal Holloway
Liangji	Business Entrepreneurship & Innovation with a Professional Placement	Falmouth University
Thomas	Mathematics	University of Bath
Max	GAP	
Luis	Law and Economics	Applying to European universities
Tiana	Fine Art	Kingston University Art Foundation then Arts University Bournemouth
Sophia	Computer Science with Industrial Placement	Newcastle University
Finn	International Relations	University of York
Noah	Economics and Accounting	GAP then University of Bristol
Eveline	Zoology	GAP then University of Liverpool
Freddie	Business and Management	University of Reading
Jack	Economics	University of Exeter
Summer	GAP	
Helena	Modern Languages	University of Nottingham
Isla	Interior Design	GAP then University of Plymouth
Callum	Mechanical Engineering	Cardiff University
Millie	International Relations and Modern Languages	University of Exeter
Jake	Football Coaching and Management with FY	UCFB
Monty	Aerospace Engineering with FY	University of Sheffield
Leo	Marine Biology with FY	GAP then University of Plymouth
Toby	Property Development	Portsmouth University
Isabella	English Literature	University of Liverpool
Ptolly	Civil Engineering	University of Surrey
Lisa	Law with Criminology	Oxford Brookes University
Freya	Operational Yacht Science	UKSA - Superyacht Cadetship alongside Cornwall College
Arlo	Art and Design Foundation Year	Central St Martins
Roman	GAP	
Vladyslav	GAP	
Jamie	Economics	University of York
Chloe	GAP	
Katie	Law with International Relations	Royal Holloway
Danylo	Business Economics and Data Analytics with a FY	University of Surrey
Keigo	Policy	Keio University, Japan
Thomas	Physics	University of Warwick
Charlotte	Drama	University of Plymouth
Charles	Management and Entrepreneurship with a Year in Business	Royal Holloway
Charles	Banking & International Finance	GAP then City University London
Bonnie	Psychology	GAP then Oxford Brookes University
Kian	Psychology	Portsmouth University
Isaac	Marine Biology with Oceanography	University of Liverpool
James	GAP	
Aryan	Dentistry	Europe
Joe	Portuguese and Spanish	Cardiff University
Harvey	Computer Science and Artificial Intelligence	Kingston University
Jenson	Business Management	Kingston University
Frederick	Maritime Engineering	GAP then University of Southampton
Flora	Geography	University of Plymouth
Cristiano	Foundation Diploma in Art and Design	Arts University, Bournemouth
Beth	Psychology	Bath Spa University
Henry	Archaeology	University of Winchester
Sam	Business, Management, Economics & Law with FY	GAP then SOAS, University of London
Noah	Architecture	GAP then University of Plymouth
Zara	Environmental Science	GAP then University of Liverpool
Jonny	Mechanical Engineering	GAP then University of Plymouth
Andrea	GAP	
Ian	GAP	
Oscar	Sport & Exercise Science	Aberystwyth University
Ava	Sport & Exercise Science	Swansea University
Amy	Psychology	Royal Holloway
Edward	Architecture	GAP then Kingston University
Luca-Sophie	Sport, Physical Activity & Health Promotion	GAP then Oxford Brookes University
Theo	Employment	Employment
Hugh	Mathematics & Philosophy	Kings College, London
Fin	Environmental Sustainability Science	Cardiff University
Joseph	Art and Design Foundation Year	Central St Martins
Alena	Economics and Management	University of Exeter
Harry	French & English Literature	Cardiff University

SIXTH FORM COURSES 2025 - 2027



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