

SIXTH FORM CURRICULUM BOOKLET  
ACADEMIC YEAR 2012/13  
**PART I: INTRODUCTION**

**This booklet comes in three parts:**

Part I. The Sixth Form Introduction

Part II. A-level curriculum (including Nationals)

Part III. International Baccalaureate Diploma curriculum

Up-to-date versions of these documents are to be found on the school website at:

[http://rydalpenrhos.com/academic/senior\\_school\\_curriculum/](http://rydalpenrhos.com/academic/senior_school_curriculum/)

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## The Sixth Form

Thank you for taking an interest in the Sixth Form at Rydal Penrhos. This booklet sets out some of the opportunities on offer. It contains a great deal of information and I recommend that you spend time considering all the options available to you.

The Sixth Form at Rydal Penrhos School provides a superb post-16 education in an environment which marries the best of the support structure, familiarity and leadership opportunities of a school setting with the difference and independence of a college setting. Furthermore we offer a broad selection of courses within either the A-level or International Baccalaureate (IB) curriculums.

On pages 16 and 20, you will find return forms, one of which needs to be returned as soon as possible and before Wednesday 22 February 2012 if choices are to be properly timetabled.

Good luck with your decision making and please do not hesitate to contact me if there are any questions.

*Julian Noad*  
**Deputy Head (Academic)**  
[JPNoad@rydal-penrhos.com](mailto:JPNoad@rydal-penrhos.com)



## Admission to the Sixth Form

Pupils wishing to study in the Sixth Form at Rydal Penrhos are currently expected to achieve a minimum of 5 A\* - C grade GCSE passes.

In order to study IB diploma or A-level only courses, pupils will be expected to secure a minimum of 5 GCSEs at grade B, or equivalent.

It is an expectation that all pupils intending to study an IB or A-level academic discipline should have achieved at least a grade B or equivalent in that subject where applicable. Some departments also have minimum entry criteria, which are set out in the 'Sixth Form Curriculum Booklet'.

These are based on experience of the minimum level of attainment needed to ensure success in the Sixth form.



## **The Tutorial and House systems**

Each pupil is allocated to a House-based registration group on arrival and new pupils are allocated a house within the first month of term. The House system involves four Houses; Morgan, Osborn, Payne or Wesley. Pupils remain in their House for the duration of their time in the School. Tutor groups are composed of pupils from the same House, mixed from Upper and Lower Sixth pupils. The association to the House is strong. Each House has a member of staff appointed as Head of House, and members of the Upper Sixth are appointed as house prefects.

It is customary for a tutor to remain with a tutor group for both years in the Sixth Form. In addition day pupils are linked to a boarding House, so that they might join in with activities, particularly at the weekends, and have the opportunity to stay overnight if necessary at any time.

The tutor is the corner-stone of pastoral care for each pupil: it is the tutor's responsibility to oversee the academic, career, personal and social development of their tutees. A strong relationship between tutor and tutee is a major focus. Parents are encouraged to use the tutor as their first point of contact in all matters.

## **Academic Monitoring and Reporting**

In the Sixth form, pupils are awarded grades for effort and achievement at approximately four-week intervals. The attainment grades are graded as examination grades where the grade reflects the quality of performance since the last grade given. e.g. B is awarded if, based on their current level of performance and a continuation of that, we would expect a pupil to get a B at examination. [For IB these grades are numerical to match IB scoring]. Please note that these are not predictions, but statements of the level of performance since the last grade was given. If recent work has been below expectation, then a low grade can be given, even when we ultimately expect things to be improved. There is inevitably an element of forecast, based on current trajectory, with all subjects, particularly those with a significant maturation factor.

These grades are discussed with tutors who will give praise and encouragement or suggest strategies for improvement, as appropriate. In some cases, where they are falling behind, pupils will be placed on Report to give more information about their progress between grades. At the beginning of a pupil's Sixth form career, it is important to establish good study skills and time management.

The tutor is responsible for the academic and pastoral welfare of pupils in their tutor group. Regular reviews and individual interviews, together with internal monitoring mechanisms, ensure that concerns raised are communicated quickly and effectively.

The tutor is normally the first point of contact, either via the planner or through a phone call or email. Subject teachers, Heads of Department, the Head of House, the Head of Sixth form, the Deputy Head (Academic), Deputy Head and Headmaster are also available and can be contacted as appropriate.

There are four formal reporting points in the year. Each pupil receives two full reports, at the end of the autumn term and summer term (end of the summer term for Lower Sixth IB pupils), as well as short reports at October half term and at the end of the spring term (at the end of the spring term for Lower Sixth IB pupils). There is a Parents' Evening for each year group at least once a year and, additionally, early in the first term of each year there is a 'Meet the Tutor evening'.

## Prep

Prep is an important part of the academic development of pupils; it must therefore be a worthwhile exercise. Prep set by subject teachers can include tasks that need completion for the next lesson or extended tasks that may take a longer period of time. Teachers take care to plan differentiated preps; this may be by task or outcome.

## Extra Tuition

Teachers willingly make themselves available to pupils outside of lessons, on an ad hoc basis and for no charge. It is not normally necessary for pupils to receive regular additional tuition outside the curriculum. However, the School can usually make arrangements where appropriate for external tutors to support the needs of a pupil in a particular subject. There is a charge for such provision.



## **Learning Support (LS)**

Pupils requiring Learning Support will normally have been identified, and may already be receiving support, before joining the School. Where possible, parents are asked to ensure they have met the Head of Learning Support before their son or daughter joins the School, and to make available any documentation, such as Educational Psychologist Assessments. Documents held by previous schools will be transferred as part of our normal liaison procedures to ensure satisfactory transfer and a proper continuity of support teaching.

Where pupils have not previously been identified, or are later identified through screening procedures, a full Educational Psychologist assessment can be arranged. We will recommend an Educational Psychologist who charges a competitive fee. Parents may choose to use an external Educational Psychologist, but a useful report should include considerable liaison with the School. In order to receive extra time in examinations, or other consideration from Examination Boards, pupils with Specific Learning Difficulties will require a full assessment, and be able to provide evidence of continued support by the school.

Rydal Penrhos is committed to providing an appropriate and high quality education to all children. We believe that all children, including those who are identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to all of them, and to be fully included in all aspects of School life.

If a literacy or numeracy need has been identified prior to joining, or during their School life, pupils are offered one-to-one support. Pupils may enjoy one-to-one or paired support for numeracy, literacy, or other need. All lessons are taught by specialist teachers who create and deliver individualized educational programmes through a multi sensory, cumulative approach. Lesson arrangements remain consistent throughout the year. Changes in the number of lessons only occur following discussion with teachers, parents and pupils. Parents are charged an additional fee for one-to-one or paired Learning Support provision. (See extra charges sheet)

Learning Support Department decisions regarding the allocation and timing of support lessons are based on a number of factors, which include the needs of the individual pupil, the wishes of the parent and pupil, as well as the views of relevant Heads of Departments and subject teachers.

## **English as a Foreign Language (EFL)**

Pupils for whom English is not their first language will not always study the full range of subjects in the GCSE curriculum. A decision about their individual curriculum will be based on the results of the Placement Test that they sit when they first arrive in the school. As they move on up the school and as their language ability improves, their curriculum is reviewed by the Head of EFL in consultation with their tutor, Houseparent and the Deputy Head (Academic). Such decisions effectively become part of a needs analysis for each pupil, and the first principle of the EFL Department is to match teaching provision to the requirements of the individual pupil.

The more able pupils are encouraged to be as fully integrated as possible into mainstream subjects. In some cases, foreign pupils do not receive EFL lessons, either if the parents have requested this, or it is felt that they can fully access the curriculum without the support of the Department. It is always possible for these pupils to be supported by the Department should the need arise. More capable GCSE pupils are generally allocated 4 core EFL lessons a week, out of one option block, depending on their level of English, and on how many mainstream subjects they take. There is no charge for these lessons.

When a pupil's entry into the school has been confirmed, the school may require him or her to follow an intensive programme of English study if their level of English is considered to be weak. Following the Placement Test, the pupil's score is taken into consideration when deciding on what subjects he or she will be capable of studying. If further EFL support is required this can be arranged on a one-to-one or small group basis. There will be a charge in addition to the core EFL course for these more intensive lessons.



## **Careers and University Entrance**

The Sixth Form careers programme focuses on higher education. Throughout the Sixth Form pupils are given information and skills that will enable them to make informed choices. There are over 57,000 degree courses available in the UK alone and it is our aim to make sure pupils apply to the courses most appropriate to their abilities and future career aspirations. We aim to ensure they are given the necessary support and guidance to enable them to gain places on the most competitive courses in the country.

Applications in the UK are handled by UCAS and we begin the application process, and start the personal statement, which is the cornerstone of a successful application, at the end of the Lower Sixth. In preparation for this, pupils have the opportunity to take the COA Centigrade test for course selection, visit the UCAS Higher Education fair as well as open days and attend specialist days for Law and Medicine.

In the Upper Sixth, pupils are mentored by their tutors to help them prepare their personal statement and choose courses. All applications are monitored by Mr Farnell before being sent off with an accompanying reference. Pupils are also given vital interview practice. Mr Farnell is available to offer advice and guidance throughout the process. Support is additionally provided on results day and after pupils have left school if they wish to apply through UCAS.

The Universities of Oxford and Cambridge are two of the world's pre-eminent universities. Competition for places at these universities is intense. There is no pressure from the School on Sixth Formers to apply to Oxbridge; indeed such an application is not for the faint-hearted. Where it is realistic to do so, Sixth Formers who plan to go on to higher education are encouraged to consider Oxford or Cambridge as one of their choices and they will be given appropriate support and encouragement. The principal reason for applying should always be that the course on offer is suited to the pupil's individual needs. The consideration of an Oxbridge application begins in February of the Lower Sixth year, but as with any good university application, the preparation actually begins at the start of the Sixth Form. Universities will consider GCSE (or equivalent) grades when looking at UCAS applications, as well as a pupil's AS results or IB scores. Realistically, it is highly unlikely that a pupil will be offered a place at Oxbridge if all their GCSE results are not A or A\* grades, and if all their AS results are not A or A\* grades or IB scores 6s or 7s.

The School also supports pupils wishing to apply to universities in other parts of the world, particularly the USA.

## **WRU Rugby Academy**

Rydal Penrhos School is a partner in the recently established North Wales Rugby Academy. Within this programme boys are given unequalled support to develop their rugby at the same time as participating in normal school life. The rugby coaching and support is delivered by the Welsh Rugby Union. Participation is by invitation only.



## **Learning and Resource Centre (LRC)**

New pupils joining Rydal Penrhos in the Sixth Form follow an induction programme and are shown how to make effective use of the LRC. Full time librarians operate from 9am to 6pm. As well as subject books, periodicals, journals and fiction books, the LRC has the ability to obtain other resources either by loaning from other resource institutions or through the internet. There is also a film and DVD collection available for loan. There is a computer suite, available to pupils during opening hours and a Sixth Form study area with Careers Section on the second floor. There is a quiet reading corner designed for small groups to read informally.

## **Information and Communication Technology (ICT)**

All pupils are allocated a personal log-in code so that they are able to access the School's network. Workstations in ICT rooms, the LRC and the Ferguson Sixth Form Centre are available during the day. Wireless access is also provided in the boarding houses and in study areas of the School. An induction programme for new pupils to the Sixth Form shows them how to use the School network safely and effectively. The network is protected with filters, and pupils are required to comply with the School's code of conduct for use of the School ICT systems.

## **Personal, Social and Health Education (PSHE)**

Co-ordinated by the Head of Sixth Form, the PSHE programme is by a combination of a pupil's tutor and internal and external specialist staff. Time in PSHE is also given to Careers (please see below).

PSHE in the Sixth Form helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Through a range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops pupils' well being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

## **Sixth Form Lectures**

Approximately once every four weeks, the Sixth Form meet to listen to visiting speakers. The topics are varied and interesting, including Global Blindness, the History of Rydal Penrhos and Colwyn Bay, and Taking Gap Years.

## **Committees and Leadership Opportunities**

The School recognises the importance of enhancing the leadership qualities of the Sixth Form as it helps to make the pupils 'all-rounded' individuals. There are significant opportunities to 'lead' in such things as sport, drama and music. In addition, leadership is formalised via a two day Leadership Course for the whole of the Lower Sixth which is used as part of the process of selecting School prefects who are then empowered to lead the rest of the School via a number of committees, namely, Charity, Social, Sustainable Development and Management.

## **Chapel life**

Rydal Penrhos is a Christian school with a Methodist Foundation. It has a full time Chaplain who is an ordained Methodist minister and is resident on the School campus. At its heart is a short daily act of worship or an assembly at the beginning of the day in St John's Church which is broadly Christian and which is led by a variety of staff, pupils, or visiting speakers from local churches. There are appropriate whole school services at Harvest, Remembrance Day, Christmas and Easter.



The Christian ethos of the School is expressed in the values of tolerance, respect and care towards all members of the community of whatever faith or culture from which they come. All are included in morning chapel. The School takes seriously its responsibility to foster spirituality across the curriculum and its commitment to sustainable development and global citizenship. It is always heartening to see our pupils respond to Charity Days and fund raising for a wide variety of good causes both local and overseas.



## **The Extra-curriculum**

### **GAMES**

Rydal Penrhos has a tradition of sporting excellence which current pupils respect and aspire to extend. Major team sports – rugby, hockey, netball and cricket – continue to provide local, regional and national recognition with many pupils achieving representative honours. Pupils achieve recognition for themselves and the School in individual sports such as tennis, swimming and athletics, at a regional as well as national level. In keeping with our position on the North Wales coast, we set great store by our success in sailing with many pupils representing the country and some achieving international acclaim. These opportunities are built on school team representation and opportunities for extended experiences at weekends or during holidays through expeditions and tours. In the past three years the School has taken sports tours to Australia, South Africa and Holland.

The main school games are: Michaelmas term – Rugby for boys, Hockey for girls; Lent term – Hockey and Sevens Rugby for boys, Netball for girls; Summer term – Cricket for boys and Tennis for girls. In addition to the main games, the following sports offer inter-school fixtures: athletics, fives, cross-country running, golf, sailing, skiing, squash and swimming. Rydal Penrhos also offers many opportunities to take part in recreational sport. Pupils can participate in aerobics, badminton, basketball, climbing, dance, or weight training. Sixth Form pupils are allowed considerable freedom of choice in their games. However, if required to support the major sports they must do so and team players will normally do games on three afternoons a week.

### **MUSIC**

There is an eclectic mix of musical opportunities at Rydal Penrhos. As well as the orchestra, two choirs, various ensembles and bands, many pupils have individual instrumental lessons.

Ensemble Cymru enjoy a residency position at the School and perform ten concerts during the course of the year. Our pupils enjoy opportunities to play with and also develop their skills through workshops with these highly trained, professional, classical musicians.

### **DRAMA**

Drama is to the fore at Rydal Penrhos. An excellent annual School Show is put on each Lent term, but there are numerous other smaller pieces staged throughout the year, including the inter-boarding house drama festival in the Michaelmas term.

### **DUKE OF EDINBURGH AWARD SCHEME**

The DoE scheme is taught and many pupils undertake Silver and Gold expedition work in the Sixth Form.

### **SERVICE**

All Sixth Form pupils at Rydal Penrhos will be expected to demonstrate some form of service to the community, either within or without the school. Time is set aside on Thursday afternoon for this, but pupils may need their service works best at alternative times and so use Thursday afternoon for study. IB pupils can use their service as part of their CAS programme. Senior team players will count this as their commitment.

### **OTHER ACTIVITIES**

Rydal Penrhos offers a wide range of extra-curricular opportunities; from chess and drama clubs at lunchtimes through to Hut Camps in Snowdonia at weekends. Our aim is to offer something for everyone.

Day pupils are encouraged to join the Boarders' Weekend Activities programme which offers cultural trips to historic towns and cities, adventurous experiences such as paintballing or kite surfing and leisure outings including visits to shopping outlets, the cinema or ten pin bowling complex.



The School recognises its unique position geographically and we encourage pupils to experience the opportunities available in the Snowdonia National Park, on the sea and even at the City of Manchester Stadium watching Manchester City football club.

The last week of the summer term is 'Activities Week' and activities are organised to complement the skills, values and learning deemed appropriate for young people aspiring to take on leadership roles in preparation for life beyond Rydal Penrhos. Year 12 pupils usually enjoy two days on a Leadership course and one day on UCAS university application preparation. In Year 13, once the A-level or IB examination programme is complete, pupils are entitled to leave the School although pupils may remain to participate in an individualised programme of study which offers the opportunity for pupils to develop a range of complementary skills.

A community based project sees some of our senior pupils biennially visiting Uganda to support a development programme.



## The Academic Curriculum

Two different curriculums are offered within Rydal Penrhos Sixth Form : A-levels and the International Baccalaureate Diploma (IB).

**A-LEVELS.** In the Lower Sixth (Year 12) pupils will follow AS courses, each usually consisting of two modules. This may be seen as the compulsory first half of a two-year Sixth Form course, or as a one-year self-contained qualification. Modules in some subjects may be examined in January of the Lower Sixth; all are examined in June. Pupils would normally expect to study four AS subjects in the first year. Additionally, pupils can study extra courses – some examined, others not – in our 4 period per week enrichment option, block E. Details of these are not yet finalised but the Extended Project, retake GCSEs, or new languages are likely examples. We also hope to offer some non-examined general interest courses. Pupils receiving additional support from either the Learning Support or the English as a Foreign Language Departments may experience a reduced A-level programme. In the Upper Sixth (Year 13) students will study AS courses, each usually consisting of two modules. A2 courses build on and develop the knowledge and skills gained at AS. The majority of students will study 3 A2 courses. However, it is also possible to pick up a new AS or, in worst cases, re-sit an AS course in the Upper Sixth year. The A-level programme allows for this mix-and-match approach. Progression into the Upper Sixth to study the A2 component is subject to a satisfactory pass grade being achieved at the end of the Lower Sixth

**INTERNATIONAL BACCALAUREATE.** All IB courses are two year, terminally examined in May of the second year, courses. There are strict criteria for course selection, but broadly these will include: English, Mathematics, a language, a science, a humanity and possibly an arts subject. Each is awarded maximum of 7 points. Pupils must also complete three further components: ToK (Theory of Knowledge), EE (Extended Essay), and CAS (Creativity, Action, Service). These can add up to 3 bonus points. A Diploma pass scores minimum 24 up to maximum 45.

There is no single reason to choose one curriculum above the other, but this table highlights some of the considerations.

<b>A-level</b>	<b>IB</b>
Majority qualification in UK	Growing popularity but less common in UK
Bite size modules and re-sits	Time to mature before examination
Specialisation	All-round education
Narrow range and number of subjects studied (4)	Broad range and number of subjects studied (7)
Flexibility in terms of number of subjects studied	Compulsory number of courses to follow
No languages offered in RPS A-level programme	Confident linguists will enjoy the options available

## The Timetable

There are up to thirty six lessons available in the five day teaching week, with each lesson lasting for 40 minutes.

Each A-level subject has eight periods allocated. Pupils would normally expect to study four AS subjects in first year. Additionally, pupils can study extra courses – some examined, others not – in our 4 period enrichment option. The Extended Project, retake GCSEs, non-examined interest courses, or new languages are examples. Pupils receiving support from either the Learning Support or the English as a Foreign Language Departments may be encouraged to follow a reduced A-level programme.



For International Baccalaureate (IB) subjects either six, five or four periods are allocated depending on the level of study. Higher Level subjects are normally given six periods, whilst Standard Level subjects may have four. Pupils also have two periods for Theory of Knowledge teaching. In addition, pupils must complete a programme of Creativity, Action, Service.

All Sixth Form pupils also enjoy at least one afternoon of Games, an afternoon of Service, and one Tutor group meeting.



## Pupils' Choice of Subjects

Pupils do not fall easily into categories, but broadly speaking there are perhaps four main groups:

- Those who already have set their hearts on a career or profession. They have fewest problems, if their abilities match their ambition. They are 'obviously' going to be mathematicians, scientists, engineers, medics, vets, classical or modern linguists, students of English literature, media people, artist, historians, economists, or geographers. They will choose the subjects which lead to the further study that training for such professions demands;
- Those who know what they want to do after leaving school, but whose preferred career does not relate closely to any course in the Sixth Form curriculum;
- The largest category generally contains those who, though they may not have firm ideas about their future, have distinct preferences for some of the subjects which they currently study;
- A proportion of pupils may have some difficulty in choosing their courses if their abilities and inclinations are not, as yet, especially pronounced.

### HOW AND WHEN CHOICES ARE MADE

Careers guidance is offered from the outset through the PSHE programme. Guidance focuses on making correct choices and is particular relevant in Year 11 as pupils begin to prepare for the selection of their Sixth Form programme of study.

In Year 11 pupils are offered the opportunity to sit the Cambridge Occupational Analysts (COA) tests which provide evidence on suitability of particular career pathways. The profile and completed report is fed back to pupils in a career's interview with a member of COA.

The Sixth Form Information Evening provides an opportunity for parents to appreciate the decision making process prior to undertaking a Sixth Form curriculum at Rydal Penrhos. Both International Baccalaureate and A-level curriculums are introduced and Heads of Department for each Sixth Form academic subject are available to discuss suitability of courses.

Provisional choices are discussed by the tutor and their tutee in preparation for a decision to be made by Wednesday 22 February. Parents' Evening on Tuesday 24 January provides parents with an opportunity to consider programmes of study and individual subject choices in the light of their child's academic progress.

Each pupil is offered two interviews: one with Mrs Proudlove (Head of Lower School) and/or Mr Noad (Deputy Head – Academic); and thereafter a meeting with the Headmaster. Parents are invited to attend either or both.

Courses will not run if numbers are too low to make it practical and late choosers may find that classes are full. Occasionally it may be necessary to utilise a reserve choice. Pupils and parents will be kept fully informed if this occurs. Changes in subject choices can occur throughout the summer term as long as the choices are possible within the option blocks and that maximum class sizes are not exceeded. Final confirmation will be sought again after GCSE results so that accurate timetables will be available on the first day of the Michaelmas Term.

It is possible for pupils to change their subject choices after course commencement, until October half term and with prior written agreement from parent, tutor, Head of Sixth Form and the Deputy Head (Academic). Once again, changes are subject to combinations available in the option blocks. There are rarely examples of pupils changing to begin a new option after October half term as the loss of teaching time will place the pupil at a significant disadvantage.



## A-LEVEL CHOICES

For fuller details see 'Sixth Form Curriculum Booklet 2011, Part II – A-level', online at [http://rydalpenrhos.com/academic/senior\\_school\\_curriculum/](http://rydalpenrhos.com/academic/senior_school_curriculum/)

The timetable is divided into five blocks (A – E). Pupils make their principal choice of four AS courses, but provide two further reserve choices. Further breadth of opportunity is offered in Sector E.

### NOTES ON SUBJECT CHOICES

- Please choose four subjects plus two reserves.
- In addition a choice of enrichment subject is expected.
- Choices should be made by Wednesday 22 February. Thereafter choices will be honoured on a first come, first served basis. Late changes to choices will be dependent upon plans already in place for September's teaching sets.
- We should expect to run courses only if four or more pupils have chosen.
- Pupils choosing Double Mathematics are choosing Mathematics and Further Mathematics which will count as two subjects in their timetable. Pupils would do so only with the full support of the Head of Mathematics.
- Rugby Academy is offered only after invitation from the WRU and will reduce option choices by one. Academy time also precludes choice of another Enrichment Block subject.
- In order to continue with a subject at A2 a pupil must gain a pass grade at AS.
- Pupils (and especially those who do not have English as a first language) must be aware that certain courses place a high demand on literacy skills.
- To study four subjects at A2 (second year) will require permission from the Deputy Head (Academic). Good performance across the board at AS-level will be required.

Subjects offered (A-level unless stated):

Art & Design  
Biology  
Business Studies  
Chemistry  
Design Technology  
Drama & Theatre Studies  
Economics  
English Literature  
Geography  
History  
Mathematics  
Double Mathematics  
Physical Education  
Physics  
Religious Studies  
Rugby Academy  
Sport (National)

Enrichment Block subjects:

Astronomy  
Critical Thinking  
English as a Foreign Language (EFL)  
Geology

WRU Academy  
Spanish for Beginners  
ICT ECDL



## A-LEVEL CHOICES

Block A	Block B	Block C	Block D	Block E
Mathematics + Further Mathematics		Biology	Chemistry	WRU Academy
Art	Biology	Business Studies	Design Technology	Astronomy
Geography	Chemistry	Drama	English	Critical Thinking
Mathematics	Economics	History	Physics	English as a Foreign Language (EFL)
WRU Academy	Physical Education	Music	Sport (National)	Geology
		Physics		Spanish for beginners

## A-LEVEL CHOICES

Notes



## A-LEVEL CHOICES

**Pupil Name:** ..... **Form Tutor:** .....

Please choose by entering a subject at the bottom of each column.

Block A	Block B	Block C	Block D	Block E
Mathematics + Further Mathematics		Biology	Chemistry	WRU Academy
Art	Biology	Business Studies	Design Technology	Astronomy
Geography	Chemistry	Drama	English	Critical Thinking
Mathematics	Economics	History	Physics	English as a Foreign Language (EFL)
WRU Academy	Physical Education	Music	Sport (National)	Geology
		Physics		Spanish for beginners

**Parent Signature:** ..... **Date:** .....

Please return a copy of this form to Mr Julian Noad, Deputy Head (Academic) **by Wednesday 22 February 2012.**

If there is a subject that you desire which does not appear here, please contact Mr Noad.



## A-LEVEL CHOICES

Notes



## IB CHOICES

For fuller details see ‘Sixth Form Curriculum Booklet 2011, Part III – IB’, online at [http://rydalpenrhos.com/academic/senior\\_school\\_curriculum/](http://rydalpenrhos.com/academic/senior_school_curriculum/)

IB pupils will choose 6 subjects with no more than one subject from each column.

The timetable is divided into 6 Groups. Pupils make their principal choice of IB courses, one subject from each Group. Further studies include compulsory Theory of Knowledge (ToK) and Extended Essay (EE).

The table below shows the provisional allocation of subjects to Groups. There may have to be changes when we see the pattern of pupils’ choices and, if a particular course is under-subscribed, we may unfortunately be unable to offer that subject.

1	2	3	4	5	6
<b>English A</b> Lit + Lang(HL+SL)	<b>French/German</b> <b>B/ab</b> (SL)	<b>Economics</b> (HL+SL)	<b>Biology</b> (HL+SL)	<b>Mathematics</b> (HL)	<b>Art</b> (HL+SL)
English B (HL+SL)	<b>German A</b> (HL+SL)	<b>Geography</b> (HL+SL)	<b>Physics</b> (HL+SL)	<b>Mathematics</b> (SL)	<b>Chemistry</b> (HL+SL)
<b>Own language</b> A1 (SL)	<b>Spanish ab initio</b> (SL)	<b>History</b> (HL+SL)			<b>Economics</b> (HL+SL)
	<b>Own language</b> A1 (SL)				<b>Music</b> (HL+SL)
					<b>Spanish ab initio</b> (SL)

### NOTES ON SUBJECT CHOICES

- Choices should be made by Wednesday 22 February. Thereafter choices will be honoured on a first come, first served basis. Late changes to choices will be dependent upon plans already in place for September’s teaching sets.
- We should expect to run courses only if four or more pupils have chosen.
- Pupils must choose at least three subjects at Higher level (HL).
- A timetabling restriction is that a maximum of one HL subject may be chosen in groups 2 and 5; one HL + one SL, or two SL.
- To study four or more HL subjects will require permission from the Deputy Head (Academic).



# IB CHOICES

Notes



# IB CHOICES

**Pupil Name:** ..... **Form Tutor:** .....

Please choose by entering a subject at the bottom of each column.

1	2	3	4	5	6
<b>English A</b> Lit + Lang(HL+SL)	<b>French/German</b> <b>B/ab</b> (SL)	<b>Economics</b> (HL+SL)	<b>Biology</b> (HL+SL)	<b>Mathematics</b> (HL)	<b>Art</b> (HL+SL)
English B (HL+SL)	<b>German A</b> (HL+SL)	<b>Geography</b> (HL+SL)	<b>Physics</b> (HL+SL)	<b>Mathematics</b> (SL)	<b>Chemistry</b> (HL+SL)
<b>Own language</b> <b>A1</b> (SL)	<b>Spanish ab initio</b> (SL)	<b>History</b> (HL+SL)			<b>Economics</b> (HL+SL)
	<b>Own language</b> <b>A1</b> (SL)				<b>Music</b> (HL+SL)
					<b>Spanish ab initio</b> (SL)

**Parent Signature:** ..... **Date:** .....

Please return a copy of this form to Mr Julian Noad, Deputy Head (Academic) by **Wednesday 22 February 2012.**

If there is a subject that you desire which does not appear here, please contact Mr Noad.

