RUGBY SCHOOL THAILAND

A LEVEL CURRICULUM

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Welcome

Dear Parents and Students,

A very warm welcome to our Sixth Form Curriculum Guide. In these pages, you will find details of the A Level courses available at Rugby School Thailand, together with guidance to help you make informed choices for the years ahead.

The Sixth Form is an exciting stage in a student's journey. It is a time to pursue academic excellence, but also to discover passions, take on responsibility, and prepare for life beyond school. At Rugby School Thailand, we see the Sixth Form as a launchpad, sending our students into the world with the knowledge, resilience, and sense of purpose they need to thrive at university and in their future careers.

Our programme combines excellent teaching with opportunities to go further: through supra-curricular activities such as Model United Nations, debating, and academic olympiads, as well as our bespoke Ask Better Questions programme, which develops critical thinking and analytical skills. Students also have the chance to shape their own learning through the Extended Project Qualification (EPQ), building independence, research capability, and confident communication.

Beyond the classroom, we offer a rich enrichment and leadership programme, alongside expert guidance from our Higher Education and Careers team. Each student receives tailored support in identifying the pathway that best matches their strengths and aspirations.

While this guide provides practical information, I encourage you to see it as more than that: it is an invitation to meaningful conversations at home about ambitions, passions, and the exciting opportunities that lie ahead. We look forward to supporting every student as they take this important next step.

Robert Groves
Head of Senior

A LEVEL RESULTS 2025

1 in 3	51%	92%
A*	A*/A	A*/C

EVERY STUDENT WAS OFFERED THEIR PLACE AT THEIR UNIVERSITY OF CHOICE

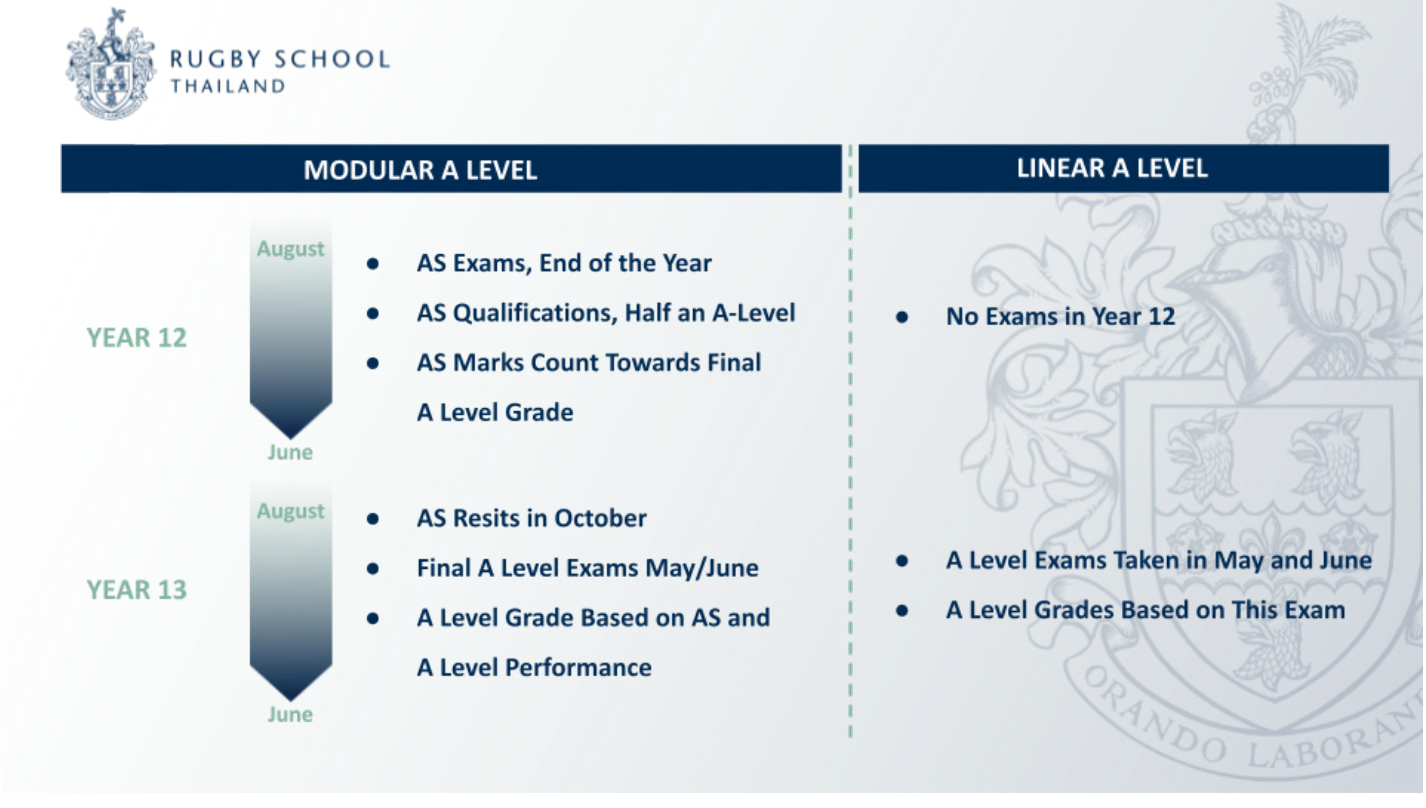
CEM data ranks RST in the top 10% globally for improving A Level grades for our students

Making The Right Choices

Academic Deputy Head, Dr Lilla Grindlay, answers some of the questions you may have.

What are A Levels?
A Levels are rigorous qualifications recognised by universities around the globe. They follow a curriculum administered by exam boards in England. They are graded on a scale from A* to E, and each is a separate standalone qualification. A Levels foster the independent academic skills that are needed for university courses.

How are they structured? When are exams?
Each A Level lasts two years, and the majority are split into two parts. At the end of the LXX (Year 12), students sit AS Exams, and at the end of the XX (Year 13), they sit A Levels. The results of the two are combined to give a full A Level qualification.



What are the requirements for Sixth Form and are A Levels the right choice?
Requirements vary from subject to subject, but most expect a minimum of a 6 at IGCSE, coupled with a strong commitment to learning. Please check with teachers or Heads of Department if you are not sure.

How many A Levels should I take?
We strongly encourage students to take three A Levels. Most universities are looking for three very good A Level grades. Some students do opt to start their Sixth Form with four: we monitor this very closely, as the workload can be very intense. The exception to this is Further Maths A Level, which is often taken as a fourth A Level, alongside Maths A Level.

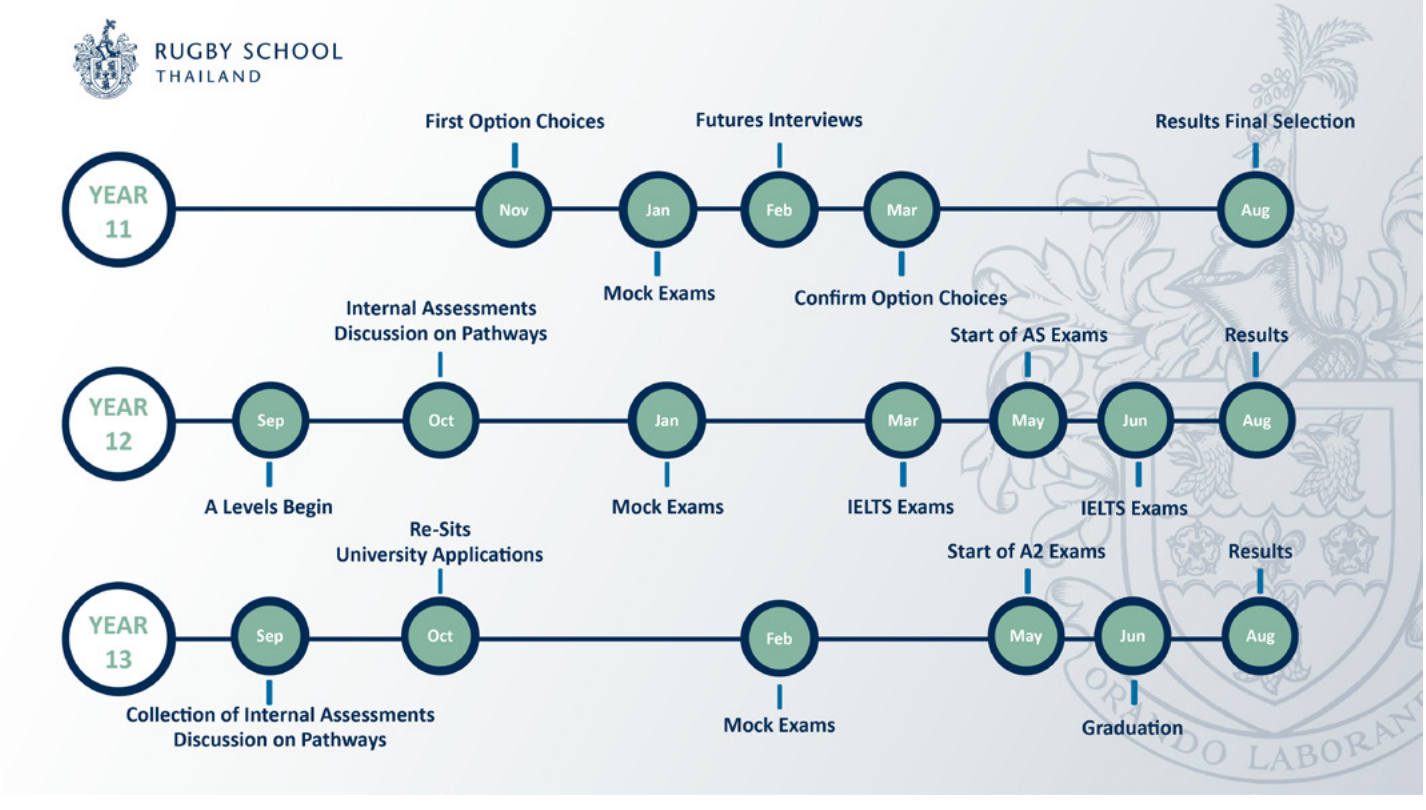
Which subjects should I choose?
Some students will know exactly what they want to study at A Level and university, others will not be so sure. The most important question students need to ask is what do they enjoy doing? Students will always do best in subjects they are motivated to learn about.
Decisions made now may have an impact on courses available at university - it is important to check with our Higher Education team on this.

What help is offered?
Our staff at RST will help you through this process. Each student has a Futures Adviser who is able to help them to make the right choices. It is important to take all the advice on offer, whether it is asking their current subject teachers for advice, talking to current Sixth Formers, or discussing their choices with tutors.

How much time do I spend studying my subjects?
Each A Level has six hours of teaching time a week. For every hour spent in the classroom, students should spend one hour on private study. This includes set homework, reading over notes made in class, and doing practice papers.

Is there time for anything else?
Yes! A Sixth Form timetable has study periods, which allow students to get on top of their work during the school day. The Sixth Form experience is a rich one, and we encourage students to make the most of all that RST can offer, whether it be drama, music, sport or other enrichment activities. We want to prepare our Sixth Formers for the next stage of their lives by equipping them with a range of skills.

What does the route through to Sixth Form life look like?
The diagram below shows the route through, including guidance on options choices, internal assessments and university applications.



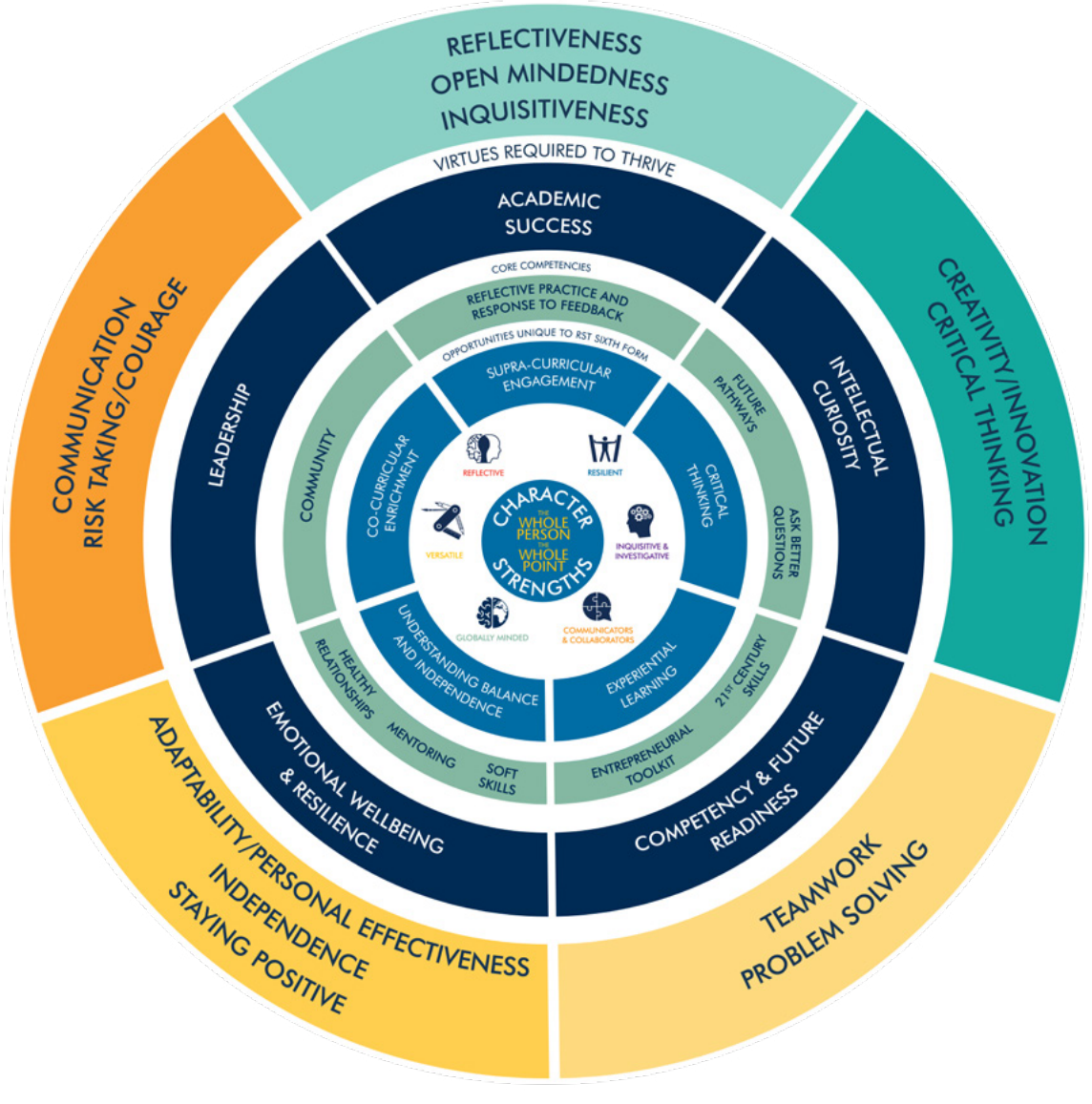
Dr Lilla Grindlay
Academic Deputy Head

The Sixth Form Experience

Assistant Head, Sixth Form Greg Threlfall explains the Sixth Form Experience and Higher Education process.

The Sixth Form experience is far more than just A Levels. It's a launchpad for success in higher education and beyond, built upon a foundation of character strengths to develop essential skills for navigating the complexities of the 21st century.

The diagram below shows the skills, virtues, and characteristics that contribute to a well-rounded and successful individual, and illustrates our holistic approach to a Sixth Form education.



Each concentric circle represents a vital aspect of student development, radiating outwards from a core of character strengths. The Sixth Form team fosters these qualities through programmes and opportunities designed to unlock potential and access the world's top universities.

Mr Gregory Threlfall
Head of Sixth Form, Assistant Head

Our Supra-Curricular Programme: ABQ and EPQ

Ask Better Questions (ABQ)
This compulsory critical thinking course complements AS Level studies in Year 12. All students engage with a core text, as well as other extracts, contemporary issues, and real-world problems, to stimulate discussion and reflection.

What is it?
Ask Better Questions is a unique programme designed to equip students with essential skills for academic success and beyond. Through the Harkness method – a student-centred, discussion-based approach – students explore diverse subjects, including current affairs, literature, history, and science. This collaborative learning environment fosters critical thinking, persuasive writing, and confident communication, mirroring the intellectual rigour of university and the work-place. This enables students to think critically and independently.

Why is it important?
Ask Better Questions helps students excel in their A Levels, strengthens university applications, and prepares them for engaged participation in academic, professional, and global contexts. Students become more effective thinkers, readers, collaborators, and communicators – skills vital for success in any field. If students are considering an Oxbridge, Russell Group, or Ivy League university application, ABQ will help them prepare for interviews as it mirrors the tutorials and seminars that are central to learning at these institutions.

What will students do?

- Engage in dynamic discussions around the Harkness table, moderated by a teacher.
- Prepare analytical answers and persuasive speeches.
- Critically evaluate information and present arguments.
- Debate contemporary issues.
- Analyse a core text, as well as other extracts from influential thinkers, and potentially conduct independent research.
- Consider if they would like to extend their discussions in ABQ into a potential EPQ.

Extended Project Qualification (EPQ)
The EPQ is an independent project where the topic is chosen by the student and is worth half an A Level. It allows our Sixth Form students to further explore their own interests and creativity, as well as build their independent research, project management, writing, analytical, and presentation skills.

What is it?
Our EPQ course aims to help students design, plan, and complete an individual project, applying a range of organisational skills and strategies. They will identify an area of interest, draft research objective(s), and conduct research using appropriate techniques. They will critically select and analyse diverse information, then apply it relevantly to highlight the connections and address complexities of the chosen topic. The EPQ will start in January of LXX (Year 12), and be completed by December of XX (Year 13).

The EPQ consists of about 40 hours of lessons on project management, communication skills, report writing, referencing, and other relevant skills (these are done during a weekly after-school activity session, as well as part of the existing ABQ sessions), as well as about 80 hours of independent project work under the guidance of a supervisor.

Students will produce either a dissertation of 5,000 to 6,000 words on any topic presenting an argument or an artefact (for example, a painting or sculpture) using appropriate techniques and materials, which needs to be accompanied by written evidence of 3,000 words. The students may, in consultation with their supervisor, write an EPQ on any suitable topic - however, it must not be something that they will learn about as part of the curriculum for their A Levels. At the end of the EPQ, they will also have to present evidence to an audience to show they have met the project outcomes, and evaluate their own work.

Why is it important?
The EPQ fosters personal accountability, critical thinking, research skills, and independent learning. By undertaking an in-depth investigation into a topic of their choice, students develop the ability to plan, execute, and evaluate their work. It is particularly useful if students wish to study a subject at university for which there is no A Level (for example, Law, Architecture, Engineering), as doing a research project on one of these subjects can help strengthen an application. The EPQ not only prepares them for university, but also equips them with transferable skills that are highly sought after by employers, such as problem solving, oral presentation, time management, and communication.

What will students do?
- Write a 5,000 to 6,000-word dissertation **or** produce an artefact (plus written commentary of 3,000 words).
- Include complete referencing and bibliography.
- Complete a 'learning log' to chart their process of research and writing, as well as other documentation.
- Attend weekly activities after school to develop their EPQ.
- Complete independent research and writing to develop and write their EPQ.
- Present their findings to the rest of their year group at an end of year event.

Find out more: *Edexcel guide*
Edexcel resources

How RST prepares students for university success:

A holistic approach:
Develop “future-ready” skills through entrepreneurial thinking, innovation, and academic inquiry.

Global connections:
Engage with faculty and admissions officers from top universities worldwide.

Mentorship and leadership:
Benefit from mentoring and leadership coaching to develop valuable skills and self-reflection.

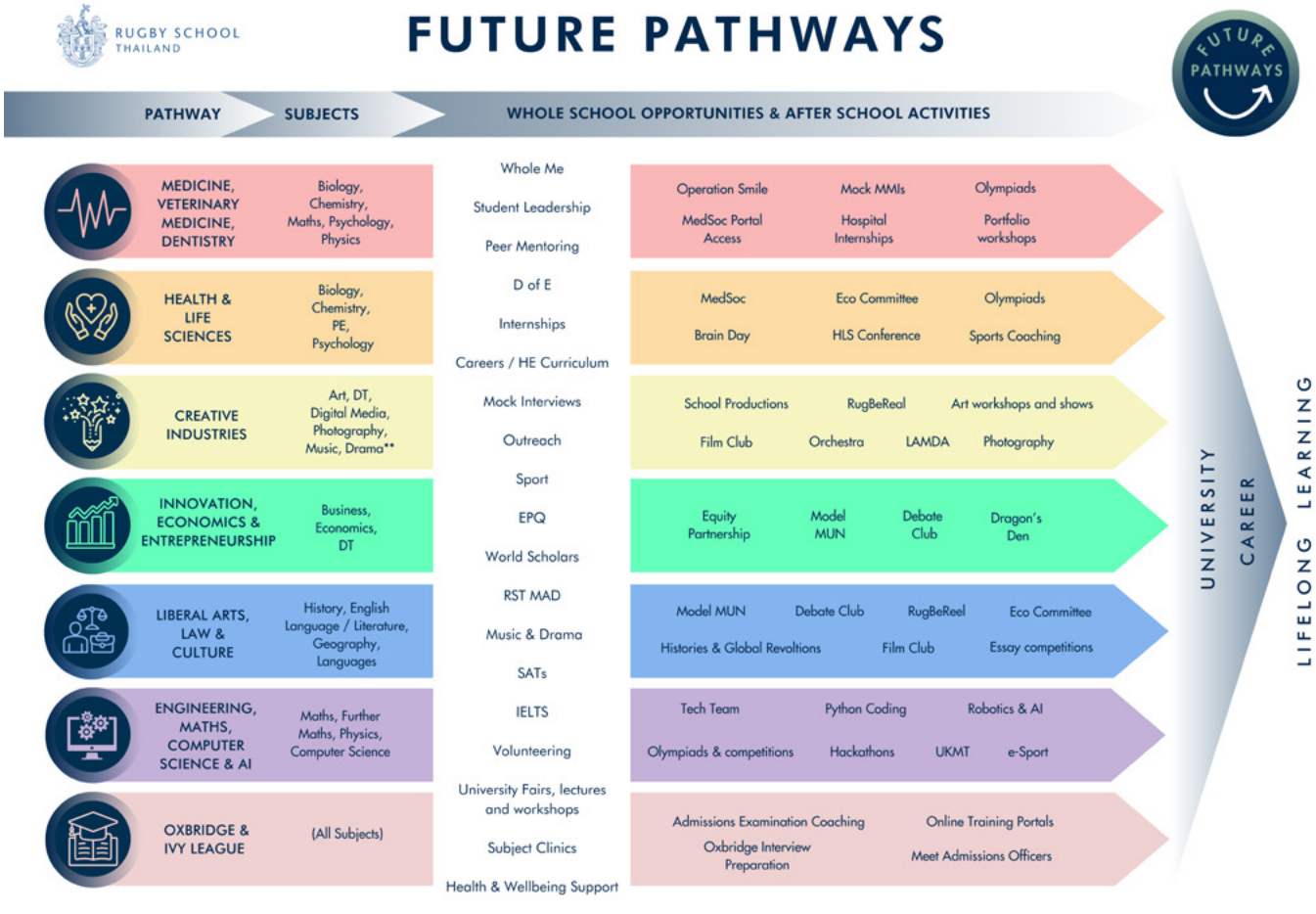
Experiential learning:
Gain real-world experience through internships, residentials, and outreach opportunities.

Proven track record:
We have a 100% success rate for medical school applications and a dedicated Oxbridge and Ivy League pathway.

Worldwide university placements:
Our students gain admission to top universities globally, including the UK, US, Thailand, and beyond.

Personalised guidance:
Receive individualised support from tutors, Heads of Year, and experienced Higher Education advisors to navigate the application process.

Strong parent partnership:
We value parental involvement and provide regular updates and information sessions.



Art and Design

Overview

Creative industries are the fastest growing part of the UK economy, and continue to increase in value across the world. As such, most employers today are seeking graduates who possess the ability to think creatively and innovatively. Studying Art A Level complements other subjects on the curriculum as it teaches students skills such as problem solving, concept development, organisation, time management and teamwork. The Art and Design course encourages the students to express themselves, follow their own interests and develop their own creative ideas. It allows the students to work independently and in doing so builds confidence and resilience.

Syllabus

Edexcel A Level Art and Design*(9AD0)*

Course Aims

- develop an inquisitive, creative approach to research and problem solving.
- develop the ability to record from first-hand observation, personal experience and other sources.
- effectively communicate their personal response by improving technical skills in a range of processes and media.
- develop independent expression by analysing, evaluating and applying concepts and techniques.
- articulate ideas and responses to their work and the work of others using a relevant vocabulary.
- develop a clear contextual framework that aids critical reflection of their work.

Course Content

At the beginning of LXX students are immersed in a series of workshops designed to allow them to explore new methods, materials and processes and to develop their creative thinking skills. In the second term, they begin Component 1 projects. In the XX, after Christmas, they complete their Component 1 project, supported by 1000 words of continuous prose. Throughout the course they will select and experiment with a range of media and processes, including: Painting, Drawing, Photography, Installation, Textiles, Illustration, Mixed-media, Printmaking, Sculpture/3D.

The course is split into two components - Component 1: Personal Investigation and Component 2: Externally Set Assignment. Trips to galleries and other locations are an integral part of the course.

Assessment

Component 1 – Personal Investigation
Project, assessed but not examined, 60% of A Level

Component 2 – Externally Set Assignment
15 hours supervised practical examination, 40% of A Level

Biology

Overview
Biology is the study of the natural world and how it functions, from plants to human life, so it has the utmost relevance to the world. In Biology A Level, students build upon the topics previously studied, looking in more detail at the complex processes within living organisms, whilst also studying the impact we have on the world around us. Within the course, students will develop a wide range of skills including research, problem solving, organisation and analytical skills, all of which can be applied in many different careers, both scientific and non-scientific.

Syllabus
Cambridge International AS and A Level Biology *(9700)*

Course Aims

- develop a deep appreciation of, and enjoyment and enthusiasm for, science.
- appreciate the breadth of the subject.
- prepare for further study in biology.
- understand the tentative nature of science and understand the importance of critical thinking.
- apply scientific knowledge and understanding in novel contexts.
- develop practical, mathematical and communication skills.

Course Content
Candidates for Cambridge International AS Level Biology study practical skills and the following topics:

1. Cell structure
2. Biological molecules
3. Enzymes
4. Cell membranes and transport
5. The mitotic cell cycle
6. Nucleic acids and protein synthesis
7. Transport in plants
8. Transport in mammals
9. Gas exchange
10. Infectious diseases
11. Immunity

Candidates for Cambridge International A Level Biology study the AS topics above, practical skills and the following:

12. Energy and respiration
13. Photosynthesis
14. Homeostasis
15. Control and coordination
16. Inheritance AS level (LXX)
17. Selection and evolution
18. Classification, biodiversity and conservation
19. Genetic technology

Assessment

AS (LXX Year 12)
Paper 1: Multiple choice - 1 hour 15 minutes (31% of the AS Level or 15.5% of the A Level)
Paper 2: Structured Questions - 1 hour 15 minutes (46% of the AS Level or 23% of the A Level)
Paper 3: Practical work and structured questions - 2 hours (23% of the AS Level or 11.5% of the A Level)

A2 (XX Year 13)
Paper 4: Structured Questions - 2 hours (38.5% of the A Level)
Paper 5: Planning, Analysis and Evaluation - 1 hour 15 minutes (11.5% of the A Level)

Business

Overview
For those with aspirations to run an international business or to set up their own business this is the ideal grounding. By studying, visiting and doing business you will learn about the subtleties of building and running a successful company. The examinations and course are built around case studies and this encourages a practical approach that is rooted in business reality. It is an opportunity to think about how business in Thailand compares to business in other countries. You need a keen interest in how businesses run but prior knowledge is not required. There are thousands of potential business courses at universities across the globe that will allow you to continue your studies.

Syllabus
Edexcel international A Level Business Studies *(XBS11/YBS11)*

Course Aims
- develop a holistic understanding of business.
- develop quantitative skills in an applied business context.
- provide a real business focus – students are encouraged to contextualise theory and respond to real-life international business case studies and stimulus material.
- develop a multitude of skills, including numeracy, communication and an understanding of research methodology and interpretation, helping ease transition on to further study.
- develop an understanding of business concepts and apply these concepts to real-life situations.

Course Content
AS Paper 1: Marketing and People (Human Resources)
Meeting customer needs • The market • Marketing mix and strategy • Managing people • Entrepreneurs and leaders

AS Paper 2: Managing Business Activities
Planning a business and raising finance • Financial planning • Managing finance • Resource management • External influences

A2 Paper 3: Business Decision and Strategy
Business objectives and strategy • Business growth • Decision-making techniques • Influences on business decisions • Assessing competitiveness • Managing change

A2 Paper 4: Global Business
Globalisation • Global markets and business expansion • Global marketing • Global industries and companies (multinational corporations)

Assessment
AS Papers (a 2 hour examination on Unit 1 and a 2 hour examination for Unit 2)
Section A: Short and extended response questions based on sources (30 marks)
Section B: Same format as Section A, based on different sources (30 marks)
Section C: One 20-mark essay question, based on one or more sources (20 marks)

A2 Papers (a 2 hour examination on Unit 3 and a 2 hour examination for Unit 4)
Section A: Short and extended response questions, based on sources (40 marks)
Section B: One 20-mark essay question, based on one or more sources (20 marks)
Section C: One 20-mark essay question, based on one or more sources (20 marks)

Chemistry

Overview

Chemistry is involved in all parts of our lives in ways that we may not realise. Studying Chemistry A Level enables you to gain a solid foundation in how chemistry shapes the world around us. Building on the prior knowledge from GCSE, students will develop problem-solving skills as they expand their understanding across physical, organic and inorganic chemistry. The course incorporates practicals that allow students to hone in on their experimental technique, interpret data and present results. The skills gained provide a well-rounded knowledge base for careers such as medicine, engineering and even law.

Syllabus

Edexcel International AS/A Level Chemistry *(YCH11)*

Course Aims

The Edexcel International AS/A Level in Chemistry course expands upon major topics encountered at GCSE: molar calculations, structure & bonding, energetics, rates, equilibria, group chemistry, transition metals and a range of organic chemistry. It includes associated experimental skills supported by students' mathematical skills to solve problems and communication skills to share ideas.

Students will develop their knowledge and understanding of chemistry by applying the concepts in this specification to a range of different problems, set in a variety of contexts. The course aims to allow students to have a deeper appreciation of the topic and its applications across different industries: health care, cosmetics, food chemistry, pharmaceutical and engineering. The skills gained will prepare students for further study in chemistry and related science courses.

Course Content

The course is split into the following six sections:

- Unit 1: Structure, Bonding and Introduction to Organic Chemistry
- Unit 2: Energetics, Group Chemistry, Halogenoalkanes and Alcohols
- Unit 3: Practical Skills in Chemistry 1
- Unit 4: Rates, Equilibria and Further Organic Chemistry
- Unit 5: Transition metals and Organic Nitrogen Chemistry
- Unit 6: Practical Skills in Chemistry 2

Assessment

The full A Level is assessed by six examination papers: three in the LXX, which comprise the AS course, and three in the XX.

LXX:

Paper 1
Written examination
80 marks
90 mins
40% AS, 20% A Level

Paper 2
Written examination
80 marks
90 mins
40% AS, 20% A Level

Paper 3
Written examination
50 marks
70 mins
20% AS, 10% A Level

XX:

Paper 4
Written examination
90 marks
105 mins
20% A Level

Paper 5
Written examination
90 marks
105 mins
20% A Level

Paper 6
Written examination
50 marks
70 mins
10% A Level

Computer Science

Overview

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. Learning computational thinking involves learning to program, that is to write computer code, because this is the means by which computational thinking is expressed. Cambridge CIE A Level Computer Science enables learners to develop an interest in computing and to gain confidence in computational thinking and programming. Students develop their understanding of the main principles of problem solving using computers.

Syllabus

Cambridge International A Level Computer Science *(9618)*

Course Aims

- computational thinking skills.
- an understanding of the main principles of solving problems using computers.
- an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communication and people.
- an understanding of the different methods of communication and the functionality of networks and the internet.
- the skills necessary to apply this understanding to develop computer-based solutions to problems.

Course Content

AS

1. Information representation
2. Communication
3. Hardware
4. Processor fundamentals
5. System software
6. Security, privacy and data integrity
7. Ethics and ownership
8. Databases
9. Algorithm design and problem solving
10. Data types and structures
11. Programming
12. Software development

A Level

13. Data representation
14. Communication and Internet technologies
15. Hardware and virtual machines
16. System software
17. Security
18. Artificial intelligence
19. Computational thinking and problem solving
20. Further programming

Assessment

The full A Level is assessed by four examination papers: two in the LXX, which comprise the AS course, and two in the XX.

LXX:

Paper 1
Theory Fundamentals
Written paper
90 mins
50% AS, 25% A Level

Paper 2
Fundamental problem-solving and programming skills
Written paper comprehension questions
2 hours
50% AS, 25% A Level

XX:

Paper 3
Advanced Theory
Written paper
90 mins
25% A Level

Paper 4
Practical (sections 19 and 20 of content)
Computer based
150 mins
25% A Level

Design and Technology

Overview
Design & Technology is the study of how we interact with everyday things and how we can improve the quality of people's lives through better, inclusive, more thoughtful and intelligent design. Students combine practical and technological skills with creative thinking to design and make products and systems that investigate and meet human needs. They learn to use current technologies and consider the impact of future technological developments.

Students work in a light, inspiring environment with access to a range of cutting-edge design and manufacture equipment, accessing digital sketching, the use of Computer Aided Design and Manufacture (CAD / CAM), AR, and 3D Additive Rapid Prototyping (3D printing) technology.

Syllabus
Cambridge International AS and A Level Design & Technology *(9705)*

Course Aims
- develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world.
- develop the ability to think creatively, apply focused research and explore design opportunities arising from the needs, wants and values of users and clients. Design is about people, and making things work better for people.
- have an insight into manufacturing industries, including stages of production, modern manufacturing methods and quality assurance and quality control checks.
- effectively communicate their design ideas through sketches, notes, models, drawings and digital design methods.
- be creative thinkers who 'think outside the box', or look at design problems in new ways, allowing them to create unique and exciting products.
- understand that design and technological activities can have a profound impact on the environment in terms of the materials used to make products, energy used during manufacture and use and disposal of the product at the end of its life.
- be aware of technological developments in digital design and digital manufacture, including computer-aided design (CAD), computer-aided manufacturing (CAM), modelling and simulation.

Course Content
Through taught lessons and independent research and homework students will study: materials (including properties), components and their application, product analysis, model making, advanced 3D CAD skills, sketching and communication skills, and a wider theory of design.

Written & sketching examination papers will test knowledge on the Design process, Design principles, Communication, Design and technology in society, Sustainability, Health & Safety, Aesthetics and ergonomics, Materials and components, Energy and control systems, and Technology. Students will also learn advanced industrial design skills and techniques, along with 3D Computer Aided Design (CAD) proficiency, for the (AS Level) Product Improvement Project and the (A Level) Major Coursework Project (NEA's) unit worth 50% of the total marks for A Level award.

Assessment
The course is assessed by:
AS Level - Non-Examined Assessment (NEA) Product Improvement Project (50%)
AS Level Paper 1 - Written paper (including sketched responses) (50%) Duration: 135 minutes.
A Level - Non-Examined Assessment (NEA) Coursework Major Project (50%)
A Level Paper 3 - Written paper (including sketched responses) (50%) Duration: 150 minutes.

Entry Requirements
Grade B (6) in IGCSE Design & Technology or related course. Candidates with strong practical and sketching skills may also be considered through a portfolio application.

Digital Media and Design

Overview
Digital Media and Design is for learners who want to explore a range of processes and techniques in digital media. The subject content is grouped into three broad areas of study: digital photography, moving image through film and animation, and mobile and multimedia applications including games design. Students may focus on a single area of study or a combination of two or three areas of study.

Cambridge International AS & A Level Digital Media & Design helps learners develop the knowledge and skills that will prepare them for further study and to work in a collaborative industry. They will develop an awareness of the world of digital media and design and the factors and contexts that influence it.

Syllabus
Cambridge International AS and A Level Digital Media and Design *(9481)*

Course Aims
- develop awareness of the world of digital media and design and understand influencing factors and contexts.
- develop creative processes and understand that design is an iterative process.
- research and evaluate information relevant to their studies.
- reflect requirements and feedback from specific audiences and clients in developing their work.
- use digital media creatively as a way of expressing meaning.
- use knowledge, understanding and creativity to innovate using appropriate software, equipment, technology and practices.
- develop the skills needed for the study of digital media and design in higher education.
- prepare for working in a collaborative industry.

Course Content
Cambridge International AS & A Level Digital Media & Design is for students who want to explore a range of processes and techniques in digital media. The subject content allows space for teaching and learning to be creative.

The course is grouped into three broad areas of study:
- Digital Photography
- Moving Image
- Mobile and Multimedia Applications

Students do not have to cover all three areas of study to achieve this qualification. The subject content includes a list of skills, knowledge and understanding common to all areas of study as well as skills, techniques, knowledge and understanding specific to individual areas of study. Across the syllabus, the emphasis is on a personal response and the creative journey you take to fulfil a design brief.

Assessment
The assessment comprises 3 components, the first two of which are taken in LXX (Year 12) for the AS qualification and the third is taken in XX (Year 13) for the full A Level.

Component 1: Portfolio – Supporting studies and a proposal – 25%
Component 2: Externally set assignment – Supporting studies and a final outcome – 25%
Component 3: Personal investigation – Final practical outcome and a written analysis – 50%

Drama and Theatre

Overview

The Drama and Theatre course richly develops students' performance skills whilst also providing them with a rigorous theoretical grounding. In addition to furthering social skills, such as the building of confidence, creativity, leadership and working collaboratively, this course encourages discovery through experimentation and risk taking, enabling students to practically explore theories behind 21st-century theatre making.

Syllabus

Pearson Edexcel Level 3 Advanced GCE in Drama and Theatre *(9DR0)*

Course Aims

- develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre.
- understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre.
- understand the practices used in 21st-century theatre making.
- experience a range of opportunities to create theatre, both published text-based and devised work and also to participate as an audience member in live theatre, analysing and evaluating their own work and the work of others.

Course Content

Component 1

- An original, devised performance using a key extract from a performance text and a performance text.
- A reflective portfolio, documenting the creative process of the devised performance.

Component 2

- A monologue or duologue performance/design realisation from one key extract from one performance text.
- A group performance/design realisation of one key extract from a different performance text.

Component 3

- A live theatre evaluation.
- An interpretation of one complete performance text, in light of one practitioner for a contemporary audience.
- A page-to-stage realisation of a complete performance text.

Assessment

Component 1: Devising (coursework)	Weighting: 40%	Marks: 80
Component 2: Text in Performance (coursework)	Weighting: 20%	Marks: 60
Component 3: Theatre Makers in Practice (Written Examination)	Weighting: 40%	Marks: 80

Economics

Overview

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

Syllabus

Pearson Edexcel International Advanced A Level in Economics *(XEC11, YEC 11)*

Course Aims

- develop an interest in, and enthusiasm for, the study of economics.
- appreciate the contribution of economics to the understanding of the wider economic and social environment.
- develop an understanding of a range of concepts and an ability to use these concepts in a variety of national and international contexts.
- use an enquiring, critical and thoughtful approach to the study of economics and to think as economists.
- develop the skills, qualities and attitudes that will prepare them for the challenges, opportunities and responsibilities of adult and working life.

Course Content

1. Markets in Action
2. Macroeconomic Performance and Policy
3. Business Behaviour
4. Development in the Global Economy

Assessment

AS (end of the LXX Year 12)

Paper
Unit 1: Markets in Action & Paper
Unit 2: Macroeconomic Performance and Policy
Both 1 hour 45 minutes
Multiple-choice questions, data response & one essay question

A Level (end of the XX Year 13)

Paper
Unit 3: Business Behaviour & Paper
Unit 4: Developments in the Global Economy
Both 2 hours
Multiple-choice questions, data response & two essay questions

English Literature

Overview
Studying literature allows us the opportunity to examine the human condition through the stories we share. It addresses the existential questions of life and allows readers access to a range of experiences to which we would not normally be exposed. This course builds on the skills developed at IGCSE level and encourages students to develop informed yet sensitive personal opinions whilst critically analysing and appreciating writers' craft and its impact on the reader.

A Level English Literature is a highly regarded subject which provides a solid foundation for any university course. The skills this subject develops are highly transferable, so whatever career path a student has in mind, studying literature in English is a good choice.

Syllabus
Cambridge International AS and A Level English - Literature *(9695)*

Course Aims
- an appreciation of and informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures.
- the independent skills of reading, analysis and communication.
- effective and appropriate communication.
- wider reading and an understanding of how it may contribute to personal development.

Course Content
In this course, students will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

The texts for AS and A Level will be chosen prior to the commencement of the course. Students will study texts in the three main forms of poetry, prose and drama, from a wide range of different periods and cultures. Previously studied texts include *Cat on a Hot Tin Roof, Atonement, Hamlet,* and the poetry of Maya Angelou.

Assessment
The current course is assessed by four examination papers: AS Level at the end of Lower XX and A Level at the end of XX (A Level). The papers assess the following:

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

Content from two set texts is examined in each of the 4 papers. Students write one response per set text.

Geography

Overview

A Level Geography offers students a broad and engaging exploration of the world around them, combining scientific enquiry with critical thinking and practical fieldwork. The course is designed to deepen understanding of both the physical processes that shape our natural environment and the human systems that influence society, economy, and culture.

Through studying Geography, students at RST develop a wide range of transferable skills, including data analysis, problem solving, communication, and decision-making. The subject encourages learners to think independently, evaluate complex issues such as climate change, globalisation, and urbanisation, and appreciate the interconnectivity of global systems.

Geography is particularly well-suited to students who are curious about current affairs, environmental challenges, and the spatial patterns that shape our world. It supports a wide range of career pathways, including environmental science, urban planning, international development, and more. With its blend of academic rigour and real-world relevance, A Level Geography is both intellectually stimulating and highly practical, making it an excellent choice for those looking to understand and engage with the world in a meaningful way.

Syllabus

Cambridge International A Level Geography *(9696)*

Course Aims

AS LEVEL

Paper 1 – Physical Geography

- Hydrology, river processes and hazards
- Atmospheric processes and global climate change
- Earth processes and mass movements

Paper 2 – Human Geography

- Population and migration
- Water resources and management
- Urban areas and management

A LEVEL

Paper 3 – Global Environments

- Coastal environments
- Hazardous environments

Paper 4 – Global Themes

- Environmental issues and management
- Trade, aid and tourism

Assessment

AS Level

Each exam is: Section A: Short-answer questions (45 marks)
Section B: One essay question from a choice of three, one on each topic (15 marks)
Paper 1: Core Physical Geography, 1 hour 30 minutes, 25%
Paper 2: Core Human Geography, 1 hour 30 minutes, 25%

A-Level

Each exam is: one compulsory structured question (10 marks)
and a choice of one of two essay questions (20 marks.)
Paper 3: Global Environments, 1 hour 30 minutes, 25%
Paper 4: Global Themes, 1 hour 30 minutes, 25%


THE UNIVERSITY OF WESTERN AUSTRALIA

History

Overview

History is a great A Level for progression into social science and humanities courses at university, such as History, English, Law and Economics. However, it is by no means restricted to being useful for these courses alone. Indeed, many leading universities also respect science students taking A Level History, as the analytical and writing skills gained from it are invaluable in any field. Its depth, variety and challenging nature means that the skills developed from History A Level will remain, no matter what subject is studied at a higher level.

Syllabus

Pearson Edexcel International A Level in History *(YH101)*

Course Aims

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance.
- acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate.
- build on their understanding of the past through experiencing a broad and balanced course of study.
- improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds.
- develop the ability to ask relevant and significant questions about the past and to research them.
- acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional.
- develop their use and understanding of historical terms, concepts and skills.
- make links and draw comparisons within and/or across different periods and aspects of the past.
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

Course Content

- Unit One: Russia in Revolution, 1881-1917
- Unit Two: India, 1857-1948, The Raj to Partition
- Unit Three: The British Experience of Warfare, 1803-1945
- Unit Four: The Cold War and Hot War in Asia, 1945-1990

Assessment

The full A Level is assessed by four examination papers: two in the LXX, which comprise the AS course, and two in the XX.

Unit One: Depth Study with Interpretations (120 mins, 50 Marks, 25% of the A Level)
Two questions from a choice of four.

Unit Two: Breadth Study with Source Evaluation (120 mins, 50 Marks, 25% of the A Level)
Section A: A compulsory two part question. Section B: one essay question from a choice of three. A source booklet will be provided with two sources given for analysis in Section A.

Unit Three: Thematic Study with Source Evaluation (120 mins, 50 Marks, 25% of the A Level)
Section A: A compulsory essay question. Section B: One essay question from a choice of two. A source booklet will be provided with two sources given for analysis in Section A.

Unit Four: International Study with Historical Interpretations (120 mins, 50 Marks, 25% of the A Level)
Section A: A compulsory essay question. Section B: One essay question from a choice of two. A source booklet will be provided with two sources given for analysis in Section A.

Mandarin Chinese

Overview
Mandarin Chinese is the most spoken language in the world. Learn to speak Mandarin and you can communicate with millions of people around the world. The Mandarin International A Level course covers a variety of interesting topics, which enables an intellectual journey of studying. Here at RST, our programmes balance a thorough knowledge and understanding of language as well as cultural aspects, which aim to develop skills learners need for their next steps in education or employment. We recommend candidates who are beginning this course should have previously completed an IGCSE/GCSE course or equivalent in Chinese to a very high standard.

Syllabus
Edexcel A Level Chinese *(9CN0)*

Course Aims
- develop the full range of linguistic skills of students in listening, speaking, reading and writing.
- promote critical thinking through the study of the core course topic areas, including literature and film.
- instil a greater understanding of the Chinese-speaking world and cultures and encourage independent learning and resilience.

Course Content
Students of Mandarin at A Level will investigate themes addressing a broad range of current social issues and trends, as well as studying the political and artistic culture of the Chinese-speaking world through media, film and literature.

Assessment
The A Level course is assessed at the end of the XX Year 13.

Paper 1
Listening, reading and translation
Written examination:
2 hours
80 marks
40% of the qualification

Paper 2
Written response two works and translation
Written examination:
2 hours and 40 minutes
120 marks
30% of the qualification

Paper 3
Speaking
Total assessment time:
between 21 and 23 minutes
72 marks
30% of the qualification

Mathematics and Further Mathematics

Overview
Mathematics is one of the most satisfying subjects that a person can study - working through a long, difficult problem to arrive at a correct solution which can never be disproven is one of the greatest feelings one can have. The real beauty of mathematics is its very nature of being the language of the universe, everything can, essentially, be explained, described, predicted and derived with mathematics; it forms the basis for all of the hard sciences and is hugely important to humanity as a whole.

Course Aims

- develop an understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.
- develop abilities to reason logically, generalise and construct mathematical proofs.
- extend the range of mathematical skills and techniques and to use them in more difficult, unstructured problems.
- use mathematics as an effective means of communication.
- recognise how a situation may be modelled mathematically, use and refine these models.
- acquire the skills needed to use technology effectively, recognising limitations.
- develop an awareness of the relevance of mathematics to other fields of study and the workplace.
- take increasing responsibility for their own learning and evaluate their own development.

Syllabus
Pearson Edexcel International A Level

We offer three different options to best meet the needs of each student:

1. Mathematics AS Level *(XMA01)*
2. Mathematics A Level *(YMA01)*
3. Further Mathematics A Level *(YFM01)*

1. Mathematics AS Level

Mathematics AS Level (half an A Level) will introduce students to advanced concepts of calculus and algebra, extending them beyond their IGCSE knowledge. This will be good preparation for universities that expect students to continue studying mathematics throughout Sixth Form. Students will have 5 lessons a fortnight.

Assessment is through a total of three modular exams of 90 minutes each, which are equally weighted.

At the end of LXX, students sit one unit:
Pure 1 – Consolidating and extending their IGCSE Mathematics knowledge, Pure 1 covers: Algebra, Functions, Coordinate Geometry, Trigonometry, Differentiation, and Integration.

At the end of XX, students sit two units:
Pure 2 – Building upon knowledge from Pure 1, Pure 2 covers: Proof, Algebra, Functions, Coordinate Geometry, Sequences and Series, Exponentials and Logarithms, Trigonometry, Differentiation and Integration.
Statistics 1 – Developing Statistical Models, Statistics 1 covers: Representation of Data, Summary Statistics, Probability, Correlation, Regression, Discrete Distributions and the Normal Distribution.

Students would benefit from being able to manipulate algebraic expressions and solve equations before they start the course.

2. Mathematics A Level

A challenging but rewarding course, Mathematics A Level is excellent preparation for any degree with a mathematical component. Students will have one maths lesson every day of the week, covering a wide range of topics including Algebra, Calculus, Mechanics and Statistics.

Assessment is through a total of 6 modular exams of 90 minutes each, which are equally weighted. Students will take the three units from Mathematics AS Level during LXX, with assessment at the end of the year.

In XX, students take the following three units:

- Pure 3 - Building upon knowledge from Pure 2, Pure 3 covers: Algebra, Functions, Trigonometry, Exponentials, Logarithms, Differentiation, Integration and Numerical Methods.
- Pure 4 - Building upon knowledge from Pure 3, Pure 4 covers: Proof, Algebra, Functions, Coordinate Geometry, Binomial Expansion, Differentiation, Integration and Vectors.
- Mechanics 1 - Developing mathematical models of objects which move or are in equilibrium, Mechanics 1 covers: Vectors, Kinematics, Dynamics, Statics and Moments. This module has some crossover with the Physics A Level.

Students need to have a solid grasp of topics from IGCSE, particularly algebra, to get a good grade in this course. Recommended Mathematics IGCSE grade: 7.

3. Further Mathematics A Level and Mathematics A Level

An extremely challenging course for the most mathematically able students, Further Mathematics A Level is excellent preparation for maths, science, and engineering degrees. Students will have two maths lessons every day of the week, covering a wide range of topics including Complex Numbers, Matrices and Hyperbolic Functions.

Assessment is through a total of 12 modular exams of 90 minutes each, which are equally weighted. Students will take the six modules from Mathematics A Level, along with a further six modules from:

- Further Pure 1 – Complex Numbers, Roots of Quadratics, Numerical Solutions, Coordinate Systems, Matrices, Transformations using Matrices, Series and Proof.
- Further Pure 2 – Inequalities, Series, Further Complex Numbers, First Order Differential Equations, Second Order Differential Equations, Maclaurin Series, Taylor Series and Polar Coordinates.
- Further Pure 3 – Hyperbolic Functions, Further Coordinate Systems, Differentiation, Integration, Vectors, Further Matrix Algebra.
- Statistics 2 – Binomial Distribution, Poisson Distribution, Continuous Random Variables, Continuous Distributions, Samples and Hypothesis Testing.
- Statistics 3 – Combinations of Random Variables, Sampling, Estimation, Confidence Intervals, Goodness of Fit, Contingency Tables, Regression and Correlation.
- Mechanics 2 – Kinematics, Centres of Mass, Work, Energy, Collisions and Statics of Rigid Bodies.
- Mechanics 3 – Further Kinematics, Elastic Energy, Further Dynamics, Motion in a Circle and Statics of Rigid Bodies.
- Decision 1 – Algorithms, Algorithms on Graphs, Critical Path Analysis and Linear Programming. This module has some crossover with the Computer Science A Level.

Students need to have mastered all topics from IGCSE for success in this fast-paced course. Recommended Mathematics IGCSE Grade 9.

Music

Overview
Through listening, composing and performing, our classes aim to deepen the understanding of music in a wider cultural context, as well as to enable a critical, independent response to music genres and traditions around the world. Our students will improve their composing and performing through practical sessions and coursework.

Cambridge International AS & A Level Music provides opportunities for learners to develop and improve their musical skills in a wide range of music styles and traditions. It allows learners to explore and build on their interests. The syllabus also encourages independent expression and the development of a critical, reflective practice.

Syllabus
Cambridge International AS and A Level Music *(9483)*

Course Aims

- develop an appreciation of music, through listening, composing and performing.
- develop the aural appreciation of a variety of Western and non-Western music styles, genres and traditions.
- encourage an informed critical response to music.
- develop creative and interpretative skills through composing and performing in Western and/or non- Western traditions.
- deepen understanding of music in its wider cultural context.
- communicate musical understanding confidently, supporting judgements with evidence-based argument.
- develop the skills and understanding needed for the study of music in higher education and lifelong learning.

Course Content
The course comprises one written examination and coursework in performing and composition. There is also an option for extended research on music of the candidate's choice.

Assessment

All AS and A Level candidates take:
Component 1
Listening 2 hours (100 marks)
There are three sections in the Listening paper:
A: Compositional Techniques and Performance Practice
B: Understanding Music
C: Connecting Music

Externally assessed, 60% of the AS Level, 30% of the A Level

Component 2
Practical Music Coursework (100 marks)
There are two compulsory elements: performing and composing.
Candidates must complete:

1. a 6 to 10 minute performance.
2. two contrasting compositions, 1 to 2 minutes each.

Internally assessed and externally moderated, 40% of the AS Level, 20% of the A Level

A Level candidates take TWO of either:
Component 3
Extended Performance Coursework (100 marks)
There are two parts to Extended Performance:

1. 15 to 20 minute performance.
2. 1000 to 1500-word research report.

Externally assessed, 25% of the A Level

Component 4
Extended Composition Coursework (100 marks)
There are two parts to Extended Composition:

1. 6 to 8 minute composition.
2. 1000 to 1500-word research report.

Externally assessed, 25% of the A Level

Component 5
Investigating Music Coursework (100 marks)
There are two parts to Investigating Music:

1. 2500 to 3000-word essay.
2. Up to 500-word reflective statement.

Externally assessed, 25% of the A Level

Physical Education

Overview
A Level Physical Education is an interesting, challenging and well respected academic course that helps a student's journey to higher education. Students develop their knowledge of scientific principles, socio-cultural theories and practical aspects of physical activity and sporting performance. The Physical Education practical assessment develops skills related to decision making, independent thinking, problem solving and analytical skills to improve your practical or coaching performance.

At RST, physical activity is an integral part of the school day and through our ethos 'The Whole Person, The Whole Point', we aim to make the theory come to life through practical application and understanding the importance of physical well-being to all aspects of healthy active lifestyles in our global community.

Syllabus
Edexcel A Level Physical Education *(9PE0)*

Course Aims

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- understand how physiological and psychological states affect performance.
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport.
- understand the role of technology in physical activity and sport.
- refine ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- develop ability to analyse and evaluate to improve performance.
- understand the contribution which physical activity makes to health and fitness.
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Course Content
The course has been divided into the following sections:

Component 1: Scientific Principles of Physical Education
Component 2: Psychological and Social Principles of Physical Education
Component 3: Practical Performance
Component 4: Performance Analysis and Performance Development Programme

Assessment
The course is assessed by two external examination papers (70%) and two coursework assessments(30%).

Physics

Overview
Physics is the most fundamental branch of science, concerned with the study of matter and energy. Topics studied range from the forces keeping planets in their orbits to the make-up of the electromagnetic spectrum and the structure of the atom. At RST we endeavour to make physics as practical as possible as well as giving students a thorough grounding in the subject to prepare them for further study and to be scientifically literate citizens.

Syllabus
Cambridge International AS & A Level Physics *(9702)*

Course Aims
Science is more than facts and information. It is stimulating and helps us to make sense of the world around us in a way that no other subject allows.

- develop a deep appreciation, enjoyment and enthusiasm for physics.
- appreciate the breadth of the subject.
- allow a depth of treatment that prepares students for further study in physics.
- understand the tentative nature of physics and understand the importance of critical thinking.
- apply scientific knowledge and understanding in novel contexts.
- develop practical, mathematical and communication skills.

Course Content
Candidates for Cambridge International AS Level Physics study the following topics:

1. Physical quantities and units
2. Kinematics
3. Dynamics
4. Forces, density and pressure
5. Work, energy and power
6. Deformation of solids
7. Waves
8. Superposition
9. Electricity
10. D.C. circuits
11. Particle physics

AS Level candidates also study practical skills.

Candidates for Cambridge International A Level Physics study the AS topics and the following topics:

12. Motion in a circle
13. Gravitational fields
14. Temperature
15. Ideal gases
16. Thermodynamics
17. Oscillations
18. Electric Fields
19. Capacitance
20. Magnetic Fields
21. Alternating currents
22. Quantum physics
23. Nuclear physics
24. Medical physics
25. Astronomy and Cosmology

A Level candidates also study practical skills.

Assessment
The full A Level is assessed by five examination papers: three in the LXX, which comprise the AS course, and two in the XX.

AS Level (LXX)	A2 (XX)
Paper 1: Multiple choice - 1 hour 15 minutes, (31% of the AS Level or 15.5% of the A Level) Paper 2: Structured Questions - 1 hour 15 minutes (46% of the AS Level or 23% of the A Level) Paper 3: Practical work and structured questions - 2 hours, (23% of the AS Level or 11.5% of the A Level)	Paper 4: Structured Questions - 2 hours (38.5% of the A Level) Paper 5: Planning, Analysis and Evaluation - 1 hour 15 minutes (11.5% of the A Level)

Psychology

Overview

Psychology at International AS and A Level offers students an accessible and engaging introduction to the scientific study of human thought and behaviour. No prior study is required, making the course suitable for a wide range of students. Through a modular, topic-based structure, learners explore psychological concepts and real-world applications across areas such as social influence, memory, biological rhythms, mental health, development, and criminal behaviour.

The course develops essential academic and transferable skills, including critical thinking, data analysis, and research design. Students will gain practical experience through small-scale psychological investigations and learn to evaluate classic and contemporary research. The content is relevant to a global audience and encourages reflection on diverse perspectives and cultural contexts. Psychology provides a strong foundation for university-level study and a wide range of careers, including those in healthcare, mental health, education, social work, law, business, human resources and beyond.

Syllabus

Pearson Edexcel International Advanced Subsidiary in Psychology (XPS01)
Pearson Edexcel International Advanced Level in Psychology (YPS01)

Course Aims

- Develop knowledge and understanding of core areas in psychology and how they interrelate.
- Apply scientific research methods, including ethical, practical and statistical approaches.
- Conduct and evaluate psychological investigations and data analysis.
- Think critically about evidence, debates, and real-world implications.
- Explore the global relevance and cultural dimensions of psychology.
- Develop skills for higher education and future careers.

Course Content

AS Level (LXX - Year 12)

- Unit 1: Social and Cognitive Psychology
- Unit 2: Biological Psychology, Learning Theories and Development

A Level (XX - Year 13)

- Unit 3: Applications of Psychology
- Unit 4: Clinical Psychology and Psychological Skills

Assessment

All units are assessed through written external examinations.

AS Level (LXX - Year 12)

- Paper 1 (Unit 1): 90 minutes | 64 marks | 40% AS / 20% A Level
- Paper 2 (Unit 2): 120 minutes | 96 marks | 60% AS / 30% A Level

A Level (XX - Year 13)

- Paper 3 (Unit 3): 90 minutes | 64 marks | 20% A Level
- Paper 4 (Unit 4): 120 minutes | 96 marks | 30% A Level

Each paper includes a mix of short-answer questions and extended open-response questions, including synoptic essays and application of research methods.

PSHE, University Preparation and EAL

Our aim is to promote the happiness and well-being of our students. PSHE is interwoven within the curriculum and delivered through small group discussions and lectures. It is an important strand in the pastoral life of the School.

Our goal is to encourage our students to develop sufficient understanding of the content to help them become rounded, fulfilled individuals and help them to act as responsible citizens. Our programme is varied and sensitive to changing social pressures and individual needs. Each week the students meet with their Tutor, who supports them with their academic and pastoral life at School.

In the LXX and XX, a major focus for the students will be application to and preparation for university. Through our two dedicated university counsellors and the PSHE and tutoring programmes, RST students will be fully supported through this process, whether they are applying to universities in the UK or anywhere else in the world.

In addition, the EAL Department provides English language support for students for whom English is a second or additional language. The Sixth Form programme seeks to offer bespoke English language support to help students access all aspects of their mainstream courses. The department will also offer lessons to help students develop their academic writing skills and use of academic English. Developing these skills will not only be beneficial in improving the quality of their written communication for mainstream subjects, but will also prepare them for the rigours of writing within higher education.

Many universities ask overseas students to provide evidence of their level of English language, beyond IGCSE English language, particularly IELTs. Preparation courses for English language entry examinations for university are therefore offered as part of the Sixth Form timetable, for all students who need this support.

ALUMNI UNIVERSITY DESTINATIONS

UNITED KINGDOM

AA School of Architecture
Anglia Ruskin University
Bath Spa University
Cardiff University
City, University of London
Durham University
Glasgow School of Art
Imperial College London
Istituto Marangoni London
King's College London
Kingston University
London Film Academy
London School of Economics (LSE)
Loughborough University
Queen's University Belfast
Royal Veterinary College, University of London
Swansea University
University College London (UCL)
University of Bath
University of Birmingham
University of Brighton
University of Bristol
University of Cambridge
University of Chichester
University of Edinburgh
University of Exeter
University of Glasgow
University of Huddersfield
University of Leicester
University of Liverpool
University of Manchester
University of Nottingham
University of Reading
University of Sheffield
University of St Andrews
University of Sussex
University of the Arts London (UAL)
University of the West of England (UWE)
University of Warwick
University of Westminster
University of Worcester
University of York
York St John University

UNITED STATES & CANADA

Brown University
Emerson College
McGill University
Mount Royal
Norwich University
Saskatchewan University
Toronto University
University of California Riverside
University of Massachusetts Boston
Virginia Tech

AUSTRALIA & NEW ZEALAND

Australian National University
Griffith University
Melbourne University
Monash University
New South Wales University
Otago University
Queensland University of Technology
RMIT University
Sydney University
University of Technology, Sydney
University of Western Australia

FRANCE

Paris Business School
University of Strasbourg

GERMANY

EU Business School

ITALY

Istituto Marangoni Milano

NETHERLANDS

Amsterdam University
Eindhoven University of Technology
Groningen University
Rotterdam School of Management

THAILAND

Chulalongkhorn University
Gem & Jewelry Institute of Thailand
King Mongut Institute of Technology
Mahidol International Dental School
Mahidol Siriraj
Mahidol University
Mahidol University International College
Mahanakorn University of Technology
Thammasat University
Silapakorn University

CHINA

ZheJiang University

HONG KONG

The Chinese University of Hong Kong
Hong Kong Polytechnic University
Hong Kong University of Science & Technology

JAPAN

Sophia University

KOREA

Seoul National University

UAE

Heriot-Watt University


SPEECH DAY
RUGBY SCHOOL
THAILAND

RUGBY SCHOOL
THAILAND

Rugby School Thailand
7/2 Moo 2, Khao Mai Kaew, Bang Lamung,
Chonburi 20150 Thailand
+66 (0) 33 141 800
www.rugbyschool.ac.th