



A guide to

# RUTHIN SCHOOL

Sixth Form  
& A Levels



RUTHIN  
SCHOOL

# Welcome to Ruthin School

This is a friendly and inclusive community where we strive to help everyone feel valued. We are unashamedly ambitious for all: we want you – parent, guardian, or student – to get the best out of our school.

Sixth Form is a time to consolidate strengths, explore new interests, and develop the independence needed to make confident decisions about future study and career pathways. At Ruthin, we provide a supportive environment where students are encouraged to take ownership of their learning and personal development.

All students follow the High Performance Learning (HPL) framework, which helps develop advanced thinking skills, learning habits, and values that prepare them for success at university and beyond. Lessons are delivered by passionate subject specialists, and students benefit from individual guidance from experienced mentors. Personal support ensures that every student is known, understood, and encouraged at every stage of their Sixth Form journey.

Our focus at Ruthin is not only on achieving excellent results but also on preparing young people for their next steps. Whether students are aiming for Oxbridge, G5, Russell Group, international destinations, or exciting careers, we help them set ambitious goals and develop the skills and habits to achieve them.

We take pride in nurturing qualities that last a lifetime: respect, optimism, commitment, and kindness. Students who contribute to the vibrant school community leave Ruthin as well-rounded young adults, ready to succeed academically and personally in an ever-changing world.

This guide explains how Sixth Form operates: the academic programmes, High Performance Learning approach, support structures, and opportunities available to students. We hope it provides a clear sense of life in Sixth Form and outlines how families and the school can work together to support each student's growth.

We look forward to welcoming you and your family to the Ruthin Sixth Form community.

**Mrs Frances King**  
**BA (Hons) Theology (Oxon) , MA, MBA; Headteacher**



# Welcome to Ruthin Sixth Form

The Sixth Form years are a time of transition – a bridge between school and the wider world. At Ruthin, we guide our students through this exciting stage with a balance of academic ambition, personal support, and plenty of opportunity to discover who they are and what they want to achieve.

Our students are taught by passionate, highly skilled subject specialists who bring lessons to life and stretch them to achieve their very best. Alongside this, they receive tailored guidance from our dedicated UCAS and international university advisor, supported by a team of experienced mentors. Each student also works closely with a personal tutor, ensuring they are known, understood, and supported every step of the way.

Sixth Form at Ruthin isn't just about excellent grades – it's about preparing young people to take the next step with confidence. Whether they are aiming for top UK universities, international destinations, or exciting career pathways, we help them to set ambitious goals and, more importantly, achieve them.

We take pride in nurturing qualities that last a lifetime: Respect, Optimism, Commitment, and Kindness. When our students leave Ruthin, they do so as well-rounded young adults, with outstanding results, a clear sense of direction, and the skills to succeed in whichever path they choose.

**Mr David Owen-Booth**  
Head of Sixth Form

**Gabriella R**  
Head Prefect

# SIXTH FORM IN NUMBERS

## ACADEMIC EXCELLENCE

**77%**

Russell Group University  
Places Class of 2025

**20%**

G5 University Places 2025.  
Oxford, Cambridge, Imperial,  
LSE, UCL

**6%**

Oxbridge Offers. Cambridge &  
Oxford 2025

## DESTINATIONS AND SUCCESS

### RUSSELL GROUP UNIVERSITIES

University of Cambridge  
University College London  
Imperial College London  
University of Manchester  
University of Edinburgh  
University of Warwick  
University of Bristol  
University of Leeds  
University of York  
University of Southampton

### INTERNATIONAL UNIVERSITIES

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

### SUBJECTS STUDIED

Medicine · Dentistry · Law  
Engineering · Economics  
Computer Science  
Business Management  
Biomedical Sciences  
The Arts · Digital Media · Physics  
Criminology · Fashion Marketing

## OUR SIXTH FORM COMMUNITY

### 8-12 AVERAGE CLASS SIZE

Individual attention in every  
lesson

### 1:8 TEACHER TO STUDENT RATIO

Personalised support and  
mentoring

### 25+ COUNTRIES REPRESENTED

A truly global community

### 22 A LEVEL SUBJECTS AVAILABLE

Breadth and flexibility of choice

## HIGH PERFORMANCE LEARNING

**8**

### CORE HABITS

Developed across every  
subject

### 3 VALUES, ATTITUDES & ATTRIBUTES

Empathy · Agility · Hard Work

**5**

### ADVANCED COGNITIVE SKILLS

Meta-thinking · Linking  
Analysing · Creating  
Realising

### LIFELONG SUCCESS

Skills and mindsets for  
university and beyond

## SUPPORT AND OPPORTUNITIES

### 1:1 PERSONAL TUTOR FOR EVERY STUDENT

Your first point of contact for  
academic and pastoral support

### 1:1 DEDICATED UCAS MENTOR

Expert guidance through  
university applications

### 100% EPQ PARTICIPATION RATE

Extended Project Qualification  
for all who wish to participate

### 60+ CLUBS & SOCIETIES

From Duke of Edinburgh  
to Young Enterprise, each  
elective is carefully designed to  
complement academic goals,  
build UCAS points,  
and develop skills that help  
future-proof careers. At Ruthin,  
it's more than just after-school  
activities

## BOARDING LIFE

**4**

### BOARDING HOUSES

Comfortable, welcoming  
accommodation offering a  
true "home away from home,"  
with friendly, dedicated house  
parents supporting every  
student

**24/7**

### PASTORAL SUPPORT

Safeguarding team, school  
counsellor, and fully staffed  
medical centre

### 5-7 DAY WEEKLY & FULL BOARDING

Flexible options. Choose what  
works best for your family

**3**

### MEALS DAILY

Nutritious, varied menu in our  
Dining Hall (and snacks)

## BEYOND THE CLASSROOM

### DUKE OF EDINBURGH

Gold, Silver & Bronze Awards

### MUSIC

Regular performances and concerts

### COMPETITIVE SPORTS

Football • Badminton • Netball  
Swimming • Athletics

### INTER-HOUSE COMPETITIONS

Friday interhouse activities and termly events

### INTERNATIONAL TRIPS

History, Art, Ski trips. Cultural exchange programme to Kenya & China

### LEADERSHIP ROLES

Student Council • Prefects  
House Captains • Club Leaders

## FACILITIES AND RESOURCES

### BYOD PROGRAMME

Bring Your Own Device with full IT support

### SPECIALIST LABS

Science, Art, Computers

### CAFÉ

Study spaces and extensive resources. Tuck Shop.

### SPORTS FACILITIES

Indoor and outdoor provision

## THE RUTHIN DIFFERENCE

### SMALL CLASSES

maximum attention and support

### EXPERT TEACHERS

passionate subject specialists

### INDIVIDUAL MENTORING

every student known and valued

### OUTSTANDING RESULTS

consistent academic excellence

### GLOBAL COMMUNITY

friends from around the world

## ALUMNI SUCCESS

Dear Ruthin School Team,

I hope this message finds you well. I'm writing as a former student to share a quick update and, more importantly, to express my gratitude.

After graduating from Cambridge two years ago, I chose to pursue a career in education. I've recently completed my PGCE, achieved QTS, and passed my teaching apprenticeship End Point Assessment last month with an Outstanding grade. I am now teaching Chemistry, Physics and Further Maths - busy life! It's been a rewarding journey, and I often find myself reflecting on how much my time at Ruthin shaped my love of learning and inspired me to become a teacher.

I'd especially like to thank Dr Hannant, Dr Green, Mr Hughes and Miss B - their lessons, encouragement, and kindness made a lasting impact on me, and I still remember troubling the Chemistry department with Olympiad questions, going on Maths Challenges trips with Maths staff and sparring with people in the boxing club! Huge fun, I enjoyed it a lot. I also remember bursting into tears on my last day of school and now understand better the immense love and support I once received as a student.

Please do pass on my thanks to all the teachers who helped craft my memorable sixth form life. I'm incredibly grateful for the dedication and care that made Ruthin School such a special place to learn - qualities I now strive to bring into my own classroom.

With warm regards,

**Miss I.H, Old Ruthinian, 2017-2019**

### BEAUTIFUL LOCATION

safe, inspiring Clwydian Range setting

### UNIVERSITY SUCCESS

proven track record of top destinations

### PERSONAL GROWTH

developing confidence, resilience and independence

### HPL APPROACH

advanced cognitive skills for lifelong success

### COMPREHENSIVE SUPPORT

academic, pastoral, careers guidance

# A DAY IN THE LIFE

## EMMA

### YEAR 13, DAY STUDENT

STUDYING BIOLOGY, CHEMISTRY, MATHEMATICS AND PSYCHOLOGY

ASPIRING TO STUDY MEDICINE

#### 07:45 - MORNING REGISTRATION

"I arrive at school just before registration in my house. It's a great way to start the day - catching up with my friends and checking in with my houseparent before tutor time."

#### 08:30 - TUTOR TIME

"My tutor helps me to stay organised. This week we've been working on my UCAS Personal Statement and preparing for my Medicine interview. The individual support at Ruthin is incredible."

#### 08:50 - BIOLOGY LESSON

"The small class sizes here mean I can really engage properly in discussions. Today we're finishing our ecology unit - it links perfectly to the fieldwork we did in Year 12. My teacher always makes time to answer questions after class if we need to check anything."

#### 12:10 - LUNCH

"I eat with my friends in the Dining Hall. The food is really good at Ruthin and there's always plenty of choice. Sometimes we study together in the café upstairs if we have prep to finish."

#### 13:00-15:00 - CHEMISTRY & MATHS

"These are my favourite two subjects. Mr Kynes and Dr Green push us to think deeply and apply what we've learned. It's challenging but really rewarding."

#### 15:00 - TEA BREAK

"Quick snack before my private study period. I use the Sixth Form common room or upstairs in our café - it's really quiet and I can focus on my Psychology revision."

#### 16:15 - YOUNG ENTERPRISE CLUB

"I'm part of the team developing our business idea for the competition. It's great experience and looks brilliant on university application - it really makes you stand out to have something different to shows."

#### 17:00 - HOME

"I go home but I'll be back tomorrow for badminton practice. Being a day student gives me the best of both worlds - I'm fully involved in school life but can also relax at home in the evenings."



# ALEX

## YEAR 12, BORDER FROM HONG KONG STUDYING BUSINESS STUDIES, ECONOMICS, MATHEMATICS AND FURTHER MATHEMATICS

### WANTS TO STUDY ECONOMICS AT A RUSSELL GROUP UNIVERSITY

#### 07:45 - WAKE UP

"Boarding at Ruthin feels like home. My houseparent Mr Lamprecht is brilliant - he's always there if I need anything. I get ready and head to breakfast with my house mates. We live off site in Goodman house and it's about a 5min walk to the dining hall for registration."

#### 08:30 - TUTOR TIME

"We're planning our EPQ (Extended Project Qualification) topics with Mr Parry today. I'm thinking about researching cryptocurrency and its impact on developing economies."

#### MORNING LESSONS - BUSINESS & ECONOMICS

"These subjects work so well together. We often discuss real-world case studies and current affairs. My teachers encourage us to challenge ideas and think critically - that's what HPL is all about."

#### 12:30 - FRIDAY INTERHOUSE ACTIVITIES

"Friday lunchtimes are always fun! Today it's five-a-side football. The inter-house competition is intense but also friendly. It's a great way to get to know students from other year groups."

#### AFTERNOON - MATHEMATICS & FURTHER MATHS

"I love how maths challenges me. The teachers here really stretch us to reach our potential. We're doing matrices this week - complex but fascinating (to me at least!)."

#### 16:15 - CLUBS

"I'm in the Maths Challenge team. Last year we qualified for nationals and we're very determined to do it again this year. The problem-solving skills I develop at Ruthin help with all my subjects."

#### 17:30 - DINNER

"Dinner in the Dining Hall is always really sociable. Tonight we're planning our weekend trip into Ruthin town - there's a great bubble tea shop we all love!"

#### 18:30 - PREP/STUDY TIME

"I use our supervised study period to complete my homework and go over what I have already learned. Having dedicated time and a quiet space really helps me stay on top of work. Everyone is very respectful here and if you want to study there are plenty of quiet spaces to do it in."

#### 19:45 - FREE TIME

"Sometimes we watch movies in the common room, play pool, or just chat. Tonight I'm going to call my family in Hong Kong - the time difference means evening is a good time to call them."

#### WEEKEND PLANS

"Tomorrow some of us are going on the Duke of Edinburgh expedition. Sunday I'll catch up on prep and relax. Boarding means there's always something happening and I've made friends from all over the world as we have lots of different nationalities here."



# ENTRY TO SIXTH FORM

Ruthin offers a broad range of A Level subjects, and choosing the right combination is an important decision. Most students study four AS subjects in the Lower Sixth (Year 12), though some may be advised to take three. To begin A Levels, students normally require at least a grade 7 at GCSE in their chosen subject (or a comparable subject if it has not been studied), with a minimum of six grade 7s across GCSEs or equivalent qualifications.

Year 11 students receive individual consultations to help guide subject choices, supported by careers advice. Parents are welcome to attend these discussions. Final subject choices are formally submitted as part of the Sixth Form entry process.

Students joining with English as an additional language take entrance assessments on arrival so that we can place them in the right teaching group and advise on subject suitability.

There is no school uniform for those in Sixth Form. However, students are required to wear a suit.



# PASTORAL CARE

## Safeguarding And Pastoral Care

At Ruthin School, we place the wellbeing, happiness and safety of every child at the heart of everything we do. Our top priority is to safeguard, support, and inspire our students. We strive to create a warm, welcoming, and nurturing community for all.

We're fully aware of the unique challenges young people face in today's world, and this is why wellbeing is a focus of our approach. Throughout the year, we take part in important national initiatives like Anti-Bullying Week in November and Mental Health Awareness Week in May. We also organise regular 'Head Space' events throughout the school year, encouraging students to talk about their feelings and promoting their overall wellbeing. These events also encourage staff and students to talk to each other in a less formal setting outside the classroom.

At Ruthin School, we're dedicated to the holistic development of every child, staff member and stakeholder. We actively challenge discrimination, prejudice, stereotypes, and disadvantage. In doing so, we create an environment where everyone feels valued, respected and empowered. We work hard to make sure that everyone feels a sense of belonging in our global community.

## Accessing Support

This team is led by our Director of Safeguarding & Pastoral Care, who oversees the provision and acts as the school's Designated Safeguarding Person (DSP). They are supported by a team of Deputies (DDSPs) who have received a higher level of training to enable them to fulfil their responsibilities.

During the day, students can access support by contacting their Pastoral Lead; which would be the Head of Lower School for those in Years 7 to 11, and the Head of 6th Form for Year 12 & 13. They are able to provide support, guidance and education on all manner of welfare issues. There is also a dedicated team of Form Tutors, and all students are allocated a tutor when they arrive. They become their first point of contact for any student who might be experiencing day-to-day troubles, worries or concerns; and they also monitor attendance, punctuality and general well-being. In addition, the tutor acts as the first point of contact for parents or guardians if they have a concern about school.

## School Counsellor

We also have a fully trained School Counsellor who has regular appointments with students, either at their request or through a referral from staff. Our students find this confidential support invaluable, especially when coping with issues such as academic anxiety.

## Medical Matters

Our full-time nursing team in the Health Centre provides day-to-day care, first aid and routine treatment; they assess students, support ongoing conditions and, where necessary, arrange or signpost referrals to specialist services. A Health Care Assistant supports the nurses, and trained first-aiders are based across the school — including staff with mental-health first-aid training.

## Boarding at Ruthin

Leaving family to live and study in an international day and boarding school can be a daunting experience so the highest level of pastoral care for every boarder is at the heart of what we do at Ruthin. Every student has their houseparent and a dedicated boarding team of staff, but all teachers are approachable and ready to help any boarder in need of extra support. Boarding staff are highly experienced in caring for young people and positive relationships are built between staff and students within each house. They are first-aid trained and complete regular training on safeguarding and mental health. Alongside the boarding teams, every student has a form tutor to help with school matters and there is a school-wide pastoral and safeguarding team.

### Designated Safeguarding Person

Mr. R. Searle  
(Director of Safeguarding & Pastoral Care)

### Deputy Designated Safeguarding Persons

Mr. T. Gibbon  
(Senior Deputy Head)

Mr. C. Perry  
(Head of Lower School)

Mr. D. Owen-Booth  
(Head of Sixth Form)

Mrs. M. Kenworthy  
(ALNCo)

# KEY CONTACTS

## Address:

Ruthin School  
Mold Road, Ruthin  
Denbighshire, LL15 1EE

## Telephone:

+44 (0)1824 702 543

## Email:

office@ruthinschool.co.uk

## Website:

<https://ruthinschool.co.uk>

## Mrs. F. King

Head Teacher  
ea@ruthinschool.co.uk

## Mr. T. Gibbon

Senior Deputy Head  
gibbont@ruthinschool.co.uk

## Mr. R. Searle

Director of Safeguarding &  
Pastoral Care  
searler@ruthinschool.co.uk

## Dr. J. Murphy

Director of Studies  
murphyj@ruthinschool.co.uk

## Mrs. T. Hutchings

Director of Marketing &  
Admissions  
hutchingsth@ruthinschool.co.uk

## Mr. M. Orchard

Director of Electives  
& Co-curricular  
orchardm@ruthinschool.co.uk

## Mr S. Hellier

Director of International  
Compliance (Interim)  
helliers@ruthinschool.co.uk

## Mr. D. Owen-Booth

Head of Sixth Form  
owenboothd@ruthinschool.co.uk

## Mr. C. Perry

Head of Lower School  
perrycd@ruthinschool.co.uk

## Mrs. M. Kenworthy

ALNCo  
kenworthym@ruthinschool.co.uk

## Mrs O. Walker

Head of the Faculty of Art and  
Music  
walkero@ruthinschool.co.uk

## Dr G. Green

Head of the Faculty of Maths  
greeng@ruthinschool.co.uk

## Mrs S. Eve

Head of the Faculty of Science  
eves@ruthinschool.co.uk

## Mr I. Evans

Head of the Faculty of Humanities  
evansig@ruthinschool.co.uk

## Dr D. Edwards

Head of the Faculty of Languages  
edwardsdg@ruthinschool.co.uk

# THE SCHOOL DAY

MONDAY TO THURSDAY		FRIDAY	
<i>Registration in houses</i>	<i>07:45 - 08:00</i>	<i>Registration in houses</i>	<i>07:45 - 08:00</i>
<i>Breakfast</i>	<i>08:00 - 08:30</i>	<i>Breakfast</i>	<i>08:00 - 08:30</i>
Tutor Time	08:30 - 08:50	Tutor Time	08:30 - 08:50
Lesson 1	08:50 - 09:50	Lesson 1	08:50 - 09:50
Lesson 2	09:50 - 10:50	Lesson 2	09:50 - 10:50
<b>Break</b>	<b>10:50 - 11:10</b>	<b>Break</b>	<b>10:50 - 11:10</b>
Lesson 3	11:10 - 12:10	Lesson 3	11:10 - 12:10
<b>Lunch</b>	<b>12:10 - 13:00</b>	<b>Lunch</b>	<b>12:10 - 13:20</b>
Lesson 4	13:00 - 14:00	<b>Interhouse Activities</b>	<b>12:30 - 13:15</b>
Lesson 5	14:00 - 15:00	Lesson 4	13:20 - 14:20
<b>Tea</b>	<b>15:00 - 15:15</b>	Lesson 5	14:20 - 15:20
Lesson 6	15:15 - 16:15	<b>Tea</b>	<b>15:20 - 15:30</b>
Clubs	16:15 - 17:00	Lesson 6	15:30 - 16:30
<i>Dinner</i>	<i>17:30 - 18:30</i>	<i>Dinner</i>	<i>17:30 - 18:30</i>
Prep	18:30 - 20:00	Prep	18:30 - 20:00
<i>Years 7-9</i>	<i>18:30 - 19:30</i>	<i>Years 7-9</i>	<i>18:30 - 19:30</i>
<i>Years 10 &amp; 11</i>	<i>18:30 - 19:45</i>	<i>Years 10 &amp; 11</i>	<i>18:30 - 19:45</i>
<i>Sixth Form</i>	<i>18:30 - 20:00</i>	<i>Sixth Form</i>	<i>18:30 - 20:00</i>
<b>Activities</b>	<b>19:45 - 21:30</b>	<b>Activities</b>	<b>19:45 - 21:30</b>
<b>Bedtime routines</b>	<b>20:45 - 11:00</b> <i>Bedtimes are in intervals depending on students' year</i>	<b>Bedtime routines</b>	<b>20:45 - 11:00</b> <i>Bedtimes are in intervals depending on students' year</i>

# HPL - HIGH PERFORMANCE LEARNING

We are delighted that you are considering Ruthin School as a possible destination for your child. We recognise that this is one of the most important decisions you will make as a parent and that it will influence the adult your child becomes. That is why we make it our aim not just to help our students pass exams, but to help them grow into wise, empathetic, and capable young adults with the ability to become future leaders in whatever field they enter.



High  
Performance  
Learning

Ruthin School is a member of the High Performance Learning family of schools. This is an international group of schools that follows the HPL framework originally established by Professor Deborah Eyre. In Professor Eyre's words, HPL is an approach that 'removes barriers to learning for every child' and 'empowers every child with advanced cognitive skills and values for lifelong success.' The aim is not only to give students a competitive advantage in terms of exams success, but also to equip them for the challenges of the modern workplace and modern life in general.

HPL rests on explicitly nurturing eight key habits in students. These eight habits are broken down into three VAAs (Values, Attitudes and Attributes) and five ACPs (Advanced Cognitive Performance characteristics). These are as follows:

## The VAAs



### Empathy

Confidence in your own beliefs combined with open-mindedness and respect for the beliefs of others. The ability to seek out responses to your own work and to respond positively to advice. The ability to understand your role as part of a wider society and to have practical concern for those around you.



### Agility

Curiosity and flexibility. The ability to work alone and to show enterprise and independence of thought. Resourcefulness when presented with challenging tasks.



### Hard work

The ability to practice and prepare for challenges and the organisation and self-discipline to adhere to a work routine. The ability to persevere and remain confident in the face of complications and setbacks.

# The ACPs



## Meta-thinking

The ability to monitor and improve your own thinking and working habits. The ability to apply methods of thinking and working to new challenges. The ability to develop a range of thinking and working approaches.



## Linking

The ability to extrapolate from particular examples to general concepts and rules. The ability to connect ideas and examples together and to categorise. The ability to evaluate and challenge generalisations.



## Analysing

The ability to break down complex tasks into manageable steps. The ability to infer, deduce and hypothesize. The ability to master the analytical processes of a particular field of work.



## Creating

Playfulness, and the confidence to bend rules to create new forms. The ability to brainstorm. The ability to generate, explore and assess multiple solutions to a challenge.



## Realising

The ability to use some skills with such ease that they no longer require conscious thought. The ability to work at speed and with accuracy.

These habits are consciously developed in every subject and every lesson, and are also reflected in how we set homework, provide feedback, and report on progress.

We do also run occasional HPL workshops for students and for parents. A calendar of parent HPL workshops is available on our parent portal. I hope that you will be able to find the time to attend some of these workshops. We are also producing a more detailed 'Introduction to HPL' booklet for parents, which will be published soon.

I look forward to meeting you over the coming months. If you ever have any academic queries or concerns, please do not hesitate to contact me.

Kind regards,

**Dr Julian Murphy**  
Director of Studies  
(DPhil, Oxon)

# HOW WE REPORT: A GUIDE FOR PARENTS

At Ruthin School we believe that traditional reports are not fit for purpose. They often fail to provide either a clear sense of academic progress and targets, or a truly personal sense of your child's happiness and wellbeing at school.

This is why we issue separate academic and pastoral reports. So that each report is tailored to give you more meaningful information.

Parents receive three academic and two pastoral reports each academic year.

## What Academic Reports Look Like

Here are some templates of academic reports for an imaginary student:

**Name:** John Smith

**Form:** 8x

**Domain:** English

<b>MTG</b>	A	<b>Trajectory</b>	B-A	
<b>HPL Habits &amp; Mindset</b>				
Hard Work	Confidence & Collaboration	Linking & Analysing	Self-regulation & Agility	Realising
<b>SMART Target(s)</b>				

## The Overall Purpose And Character Of Academic Reports

Academic Reports exist for three reasons:

1. To give a snapshot of the student's trajectory (the teacher's current best judgement as to their achievement direction in that domain)
2. To report on their habits and mindset against High Performance Learning standards
3. To provide one or two SMART targets for immediate attention

Students have an opportunity in tutor time in the week after reports are published to consider their targets and note if they need to discuss and clarify any with the relevant teacher.

## What The Various Pieces Of Information On The Academic Report Mean

### MTG

This is the 'Minimum Target Grade.' This is the most likely final exam grade predicted by our baseline tests. We always hope to work with every student to exceed this prediction, which is why we describe it as a 'minimum' target grade.

# Trajectory

The trajectory is a loose prediction of where the student seems to be headed in terms of exam outcomes. This is based on a holistic picture of performance in assessments and work so far. For this reason, in Years 10-13 the trajectory always spreads across two grades.

In Years 7-9, because the student is still far away from public exams, the trajectory is either developing, secure, or strong. In loose terms, developing suggests ultimate outcomes at Grade 5 or below, secure suggests ultimate outcomes between Grades 5 and 7, and strong suggest ultimate outcomes at Grade 7 or higher.

# HPL Grading

We have condensed the High Performance Learning ACPs and VAAs into 6 HPL habits & mindsets, which are as follows:

Hard Work	Confidence & Collaboration	Linking & Analysing	Self-regulation & Agility	Realising
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These can be described as follows:

- Hard work = The habit of building skills, understanding, and confidence through sustained and consistent practice.
- Confidence & Collaboration = The habit of seeking out and responding positively and efficiently to feedback and advice. The habit of working with and learning from other people as well as from setbacks and mistakes.
- Meta-thinking = The habit of monitoring how you think, learn, and work and thinking about the types of thinking, learning and working that different domains and activities require.
- Linking & Analysing = The habit (within the rules of a particular domain) of moving from the immediate and specific to the abstract and general. The habit of making deductions, inferences and connections.
- Self-regulation & agility = The habit of being able to critique and adapt your own ideas and working methods as required. The habit of being curious, open-minded, imaginative and flexible.
- Realising = the habit of absorbing the habits and mindset of a particular domain until they become automatic. The habit of working accurately and at speed.

Each HPL Habit/Mindset is RAG graded as follows:

Needs urgent attention	Developing but inconsistent	Good	Excellent
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If your child receives a red grading for any HPL area, we should already have been in contact with you outside of the normal reporting process.

# SMART Targets

- Parents are busy people, and so are teachers – reports should be short and to-the-point. SMART targets are no more than a couple of sentences long but are genuinely SMART (Specific, Measurable, Achievable, Relevant and Time-specific)
- Unlike vague advice like 'put in more effort', 'be more confident' or 'put more detail in your work', these targets tell the student exactly what to do next to gain the next level of achievement and confidence.

# LIFE AFTER SIXTH FORM

Choices for higher education are extensive and at Ruthin School we encourage students to apply to Universities which best match the subject they wish to study, their academic abilities and personal preferences whether in the UK, Hong Kong, USA, Canada or Australia. Upper Sixth students receive all the help they require to submit the very best UCAS and other international applications as possible.

## LEAVERS 2025

**77%** accepted a place at a Russell Group University\*

**20%** accepted G5 University\* places

**6%** were accepted into Oxbridge

Our students this year have commenced their studies in a wide range of subjects, including:

Medicine	Dentistry	Economics
Law	Business Management	Computer Science
Engineering	Physics	The Arts
Digital Media	Biomedical & Biological Sciences	Criminology
	Fashion Marketing	

## Places Accepted At International Universities

University of Toronto  
Polytechnic University of Hong Kong  
Hong Kong University of Science & Technology  
Chinese University of Hong Kong  
Hong Kong Shue Yan University

## Places Accepted At UK Universities

- 1 Cambridge (Corpus Christi and Trinity) \*\*
- 2 University College London \*\*
- 3 Imperial College London \*\*
- 4 University of Manchester \*
- 5 University of Edinburgh \*
- 6 University of Warwick \*
- 7 University of Bristol \*
- 8 University of Exeter \*
- 9 University of Leeds \*
- 10 University of Liverpool \*
- 11 Lancaster University
- 12 Cardiff University \*
- 13 University of Bath
- 14 SOAS, University of London
- 15 University of the Arts, London
- 16 Keele University
- 17 Swansea University
- 18 University of York \*
- 19 University of Southampton \*



# A LEVEL SUBJECT GUIDE

Sixth Form is the time to specialise, explore new subjects, and lay the foundations for your future study and career.

This guide gives an overview of the subjects available at AS and A Level at Ruthin School, with a brief outline of course content and assessment.

Students usually choose up to four AS subjects in the Lower Sixth. The fourth subject is often selected to add breadth – for example, a student taking three sciences might add mathematics, music, or art. A grade 7 or above at GCSE is normally required to study a subject at A Level.

Students with English as an additional language will have their choices reviewed in consultation with the Director of Studies and the EAL department to ensure suitability.

With university places increasingly competitive, making thoughtful subject choices is essential. University prospectuses, websites such as UCAS and WhatUni, and advice from staff can help guide decisions. Most universities require three strong A Levels, so it is common for students to drop their weaker fourth subject after the Lower Sixth.

The priority for the first year is to work consistently and achieve good grades in tests and internal examinations, laying the foundations for successful applications to higher education.

*All courses are offered subject to availability and student interest, and the school may amend or withdraw a course if required.*

Art

Biology

Business Studies

Chemistry

Chinese - Cantonese

Chinese - Mandarin

Computer Science

Economics

English Literature

French

Geography

Graphic Communication

History

Mathematics

Further Mathematics

Music

Photography

Physics

Politics

Psychology

Spanish

Textiles

# ART

## EXAM BOARD

OCR

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY ART?

Enables learners to develop:

- Intellectual, imaginative, creative and intuitive capabilities.
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes.



## WHAT TYPE OF PERSON SHOULD STUDY ART?

The course is based around hard work, enthusiasm and the drive of personal investigation and independent study. Students work in a productive but relaxed atmosphere, working alongside the teacher who supports and advises the student on lines of enquiry for their particular theme and assists with technical demonstrations of media as required.

## WHAT WILL I STUDY?

Learners should produce two elements:

Component 01: Personal investigation

1. A portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre
2. A related study: an extended response of a guided minimum of 1000 words.

Component 02: Externally set task

- The early release paper will be issued on 1 February and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli.

A response should be based on one of these options. Preparation time and the supervised time period is set by the centre.

## EXAM TYPE

Component 01: Personal investigation

- 120 marks
- Non exam assessment
- Internally assessed and externally moderated
- 60% of total level

Component 02: Externally set task

- 15 hours
- 80 marks
- Non exam assessment I
- Internally assessed and externally moderated
- 40% of total level

# BIOLOGY

## EXAM BOARD

AQA

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY BIOLOGY?

There is a wide choice of future careers, from health and clinical professions to biotechnology and conservation. For example:

Medicine	Veterinary Science
Optometry	Nursing
Marine Biology	Bioengineering
Dentistry	Physiotherapy
Pharmacy	Zoology
Forensic Science	Ecology & Conservation

## WHAT TYPE OF PERSON SHOULD STUDY BIOLOGY?

Students studying A-Level Biology at Ruthin School have the opportunity to participate in a number of extra-curricular competitions and courses, examples of which include:

- Biology Olympiad - a very challenging exam paper, which allows students to demonstrate their knowledge of Biology. Students are rewarded with certificates and medals. This is open to all Sixth Form students.
- Biology & Geography Trip - 2018 Costa Rica

Mathematics:

Overall, at least 10% of the marks in assessments for biology will require the use of mathematical skills. These skills will be applied in the context of biology and will be at least the standard of higher tier GCSE mathematics.

English:

There is a need for moderate competency in English language. Exams frequently contain questions embedded in contextual prose, which require careful reading. Candidates must also be able to write their answers clearly.

## WHAT WILL I STUDY?

AS Biology

1. Biological molecules.
2. Cells.
3. Organisms exchange substances with their environment.
4. Genetic information, variation and relationships between organisms.

A-Level Biology

5. Energy transfers in and between organisms.
6. Organisms respond to changes in their internal and external environments.
7. Genetics, populations, evolution and ecosystems.
8. The control of gene expression.

Field Work

During the A level there is opportunity for students to use their practical skills to collect data from the environment and analyse their own results.



## EXAM TYPE

AS Level

- 2 written papers
- 1.5 hours each

A Level

- 3 written papers
- 2 hours each

Practical skills continuous assessment

- Internally assessed

# BUSINESS STUDIES

## EXAM BOARD

EDEXCEL

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY BUSINESS STUDIES?

Business Studies opens doors to careers in management, finance, marketing, entrepreneurship and consultancy. The subject develops valuable transferable skills including problem-solving, critical thinking, data analysis and effective communication – all highly sought after by universities and employers.

Whether you aspire to run your own business, work in a multinational corporation or pursue further study in economics, accounting or law, Business Studies provides a strong foundation. By studying real-world case studies and current business challenges, you will gain insight into globalisation, sustainability, innovation and digital transformation.

## WHAT TYPE OF PERSON SHOULD STUDY BUSINESS STUDIES?

Business Studies suits students who have an interest in how businesses operate and succeed, enjoy analysing data and thinking strategically, and are curious about current affairs and global markets. You do not need to have studied Business Studies before – many students begin the subject fresh in Year 12.

Strong literacy skills are important, as assessment includes extended writing and case study analysis. An interest in numeracy is also helpful, though the mathematical content is accessible to all students.



## WHAT WILL I STUDY?

- Theme 1: Marketing and people
- Theme 2: Managing business activities
- Theme 3: Business decisions and strategy
- Theme 4: Global business

Students will analyse real business scenarios, evaluate strategic decisions and develop their understanding of how internal and external factors influence business success.

## EXAM TYPE

A Level

- Paper 1: Marketing, people and global businesses – 2 hours
- Paper 2: Business activities, decisions and strategy – 2 hours
- Paper 3: Investigating business in a competitive environment – 2 hours

# CHEMISTRY

## EXAM BOARD

AQA

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY CHEMISTRY?

A Level Chemistry is a highly respected qualification. It is an essential requirement for students wishing to study:

Medicine	Biology
Veterinary Science	Materials Science
Dentistry	Chemical Engineering
Pharmacy	Analytical Science

Chemistry A-level can also support entry to other degree courses, such as Law and Accountancy, as it demonstrates the candidate's ability to solve problems, think analytically and manage challenging concepts and data.

## WHAT TYPE OF PERSON SHOULD STUDY CHEMISTRY?

Students studying A-Level Chemistry at Ruthin School have the opportunity to participate in a number of extra-curricular competitions and courses, examples of which include:

- Spectroscopy in a Suitcase
- Young Analyst Competition
- Chemistry Olympiad
- Cambridge Chemistry Challenge

Mathematics:

The A-level chemistry course does not contain difficult mathematics but does require competence in the basic skills of:

Algebra; Statistics; Logarithms; Plotting and Interpretation of graphs; Conversion of units.

It is not essential to study A Level Mathematics in order to be able to study Chemistry and many of the mathematical skills can be developed through the course.

English:

There is also a need for moderate competency in English language. Exams frequently contain questions embedded in contextual prose, which require careful reading. Candidates must also be able to write their answers clearly; this is particularly important when describing the observations in chemical reactions.

## WHAT WILL I STUDY?

AS Chemistry

1. Physical chemistry
2. Inorganic chemistry
3. Organic chemistry

A-Level Chemistry

1. Physical chemistry
2. Inorganic chemistry
3. Organic chemistry

Practical work is at the heart of chemistry and students will do practical work on a weekly basis. A rich diet of practical work is essential to develop students' manipulative skills and understanding of the processes of scientific investigation. Students taking this course will quickly develop their skills for using a range of apparatus and equipment.



## EXAM TYPE

AS Level

- 2 written papers
- 1.5 hours each

A Level

- 3 written papers
- 2 hours each

Practical skills continuous assessment

- Internally assessed

# CHINESE CANTONESE

## EXAM BOARD

EDEXCEL

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY CANTONESE?

Cantonese is spoken by over 80 million people worldwide, particularly in Hong Kong, Macau and Guangdong. Learning Cantonese opens doors to rich cultural traditions, dynamic business opportunities and careers in international business, diplomacy, translation, journalism and education.

Language learning develops intellectual agility and communication skills that are highly valued by universities and employers. Knowledge of Cantonese demonstrates commitment, cultural awareness and the ability to navigate complex linguistic systems.

## WHAT TYPE OF PERSON SHOULD STUDY CANTONESE?

This course is designed for students who are native or near-native speakers of Cantonese with strong oral and written fluency. Students must be confident reading and writing Chinese characters and have a genuine interest in Cantonese culture, society and current affairs.

You will be expected to engage with authentic materials including news articles, literature, film and social commentary. A high level of language proficiency is essential, as the course requires sophisticated written and spoken expression.

## WHAT WILL I STUDY?

Key themes include:

- Social issues and trends (family, education, technology, youth culture)
- Political and artistic culture (music, film, media, heritage)
- Grammar and linguistic structures
- Independent research project on a topic of personal interest
- Study of either a literary text or a film in Cantonese

## EXAM TYPE

A Level

- Paper 1: Listening, reading and writing – 2 hours 30 minutes
- Paper 2: Written response to works and translation – 2 hours 40 minutes
- Paper 3: Speaking – 21–23 minutes



# CHINESE MANDARIN

## EXAM BOARD

EDEXCEL

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY MANDARIN?

Mandarin is the most widely spoken language in the world, with over 1 billion speakers. Learning Mandarin opens doors to rich cultural traditions, dynamic business opportunities and careers in international business, diplomacy, translation, journalism and education.

Language learning develops intellectual agility and communication skills that are highly valued by universities and employers. Knowledge of Mandarin demonstrates commitment, cultural awareness and the ability to navigate complex linguistic systems.

## WHAT TYPE OF PERSON SHOULD STUDY MANDARIN?

This course is designed for students who are native or near-native speakers of Mandarin with strong oral and written fluency. Students must be confident reading and writing Chinese characters and have a genuine interest in Mandarin-speaking culture, society and current affairs.

You will be expected to engage with authentic materials including news articles, literature, film and social commentary. A high level of language proficiency is essential, as the course requires sophisticated written and spoken expression.

## WHAT WILL I STUDY?

Key themes include:

- Social issues and trends (family, education, technology, youth culture)
- Political and artistic culture (music, film, media, heritage)
- Grammar and linguistic structures
- Independent research project on a topic of personal interest
- Study of either a literary text or a film in Mandarin

## EXAM TYPE

A Level

- Paper 1: Listening, reading and writing – 2 hours 30 minutes
- Paper 2: Written response to works and translation – 2 hours 40 minutes
- Paper 3: Speaking – 21–23 minutes



# COMPUTER SCIENCE

## EXAM BOARD

AQA

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY COMPUTER SCIENCE?

Computer Science is not just for App. developers, or database managers. Today's evolving world requires more people to have the ability to create programs. Perhaps you aspire to a career in biotechnology, meteorology or even oceanography; these, and many more, require problem solving and data analysis skills. You may need to develop computer models to help you in banking, actuarial or other careers in financial analysis. Or perhaps you are intrigued by a career intelligence analysis. Programming skills are more important than ever in our increasing technologically dependant world.

## WHAT TYPE OF PERSON SHOULD STUDY COMPUTER SCIENCE?

Computer Science is fundamentally about problem solving. Students will be taught the structure of programming in order to work through a range of tasks, each of increasing complexity.

Logical thought and creativity are encouraged. If you enjoy puzzles and are constantly pushing your limits; if you love experimenting with technology but you are simply not satisfied with being a passive user. If you are fascinated with how technology works and gain satisfaction from creating something new, then Computer Science is for you.

Programming languages are very precise, so attention to detail is essential to make them work. An ability to solve problems and a competence in maths will be required as the AS course makes frequent use of and/or reference to mathematical formula and principles.

## WHAT WILL I STUDY?

This course focusses on developing the students understanding of the core concepts in computers and computer programming. This ranges from learning fundamental programming tools, through data structures and data representation to solve practical programming tasks. It uses a high- level programming language from the outset (Python) and students are therefore strongly encouraged to complete the Python training found on [www.codecademy.com](http://www.codecademy.com) before enrolling on the course. Familiarity with other high-level programming languages will also be an advantage such as C# and Java. There is no assessed coursework but students' ability to program will be assessed through an on-screen exam, paper 1.

In addition, students will learn about computer hardware and the symbiotic relationship between hardware and software. They will also explore communication, networking and the consequences of the uses of computing. This will involve investigating the relevant moral and social issues and the need to protect data from misuse by exploring relevant legislation and cryptology.

## EXAM TYPE

- On-screen
- 1.5 hours
- Written
- 1.5 hours

This paper tests a student's ability to program, as well as their theoretical knowledge of computer science from the following subject topics:

- Fundamentals of programming
- Fundamentals of data structures
- Systematic approach to problem solving
- Theory of computation

This paper tests a student's ability to answer questions from the following subject topics:

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking

# ECONOMICS

## EXAM BOARD

AQA

## LEVEL OFFERED

ONE YEAR AS or TWO YEAR A LEVEL

## WHY SHOULD I STUDY ECONOMICS?

Economic problems and issues are an ever-present and inherent part of our everyday lives, whether you are employed or self-employed, work in the private sector or public sector, are a doctor or engineer, construction worker or civil servant. The existence of rising levels of unemployment; concerns over inflation; a stagnant housing market; the crisis in the Eurozone; alternative methods of controlling pollution; 'double dip' recessions; the significance of interest rates; government policies and austerity measures, and so on.

The social science of Economics is our attempt to analyse and understand these and many other problems, and in doing so, make more sense of the world in which we live. What determines the prices of the goods and services that we buy? Why do some people earn significantly more than others? How do firms compete in different market conditions? How can the government influence the performance of the economy? What causes share prices to rise and fall? Why are some countries incredibly rich and others very poor? What is the function of the banking system?

In a more formal sense, Economics is all about the well-being of societies and is the study of how we use our limited resources to satisfy our unlimited material wants and needs i.e. how does a society decide how to allocate its resources in order to meet the wants and needs of its' population and improve standards of living over time? To answer this fundamental question, an extensive body of analysis has developed over time.

## WHAT TYPE OF PERSON SHOULD STUDY ECONOMICS?

As Economics is typically not studied at GCSE level, the assumption will be that all students are studying the subject for the first time. As such, there is no disadvantage whatsoever if students have never studied any aspects of Economics previously. In terms of mathematical content, at this level the mathematics content is very basic and a pass in GCSE Mathematics will be sufficient for the occasional mathematical demands of the Economics A level course.

However, what is more important is language skill and the ability to produce pieces of extended writing to demonstrate understanding of economic theories and concepts and then apply these to different situations. This is especially the case in the data response and essay sections of the examinations, where the primary means of assessment is a selection of short through to longer essay-type questions.

## WHAT WILL I STUDY?

AS Course (1 year)

- Introduction to markets and market failure
- The UK economy
- The national economy in a global context

A level Course (2 years)

- Theme 1: Individuals, firms, markets and market failure
- Theme 2: The national and international economy

## EXAM TYPE

AS Level

- 2 written papers
- 1.5 hours each

A Level

- 3 written papers
- 2 hours each

# ENGLISH LITERATURE

## EXAM BOARD

EDEXCEL

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY ENGLISH LITERATURE?

One of the most enduring and respected of the traditional A Levels, universally recognised for its rigour in all the top universities. Whenever there is a high premium placed on communication, the marshalling of evidence, the construction of balanced persuasive arguments, then English Literature students will be highly valued.

Particular career paths which are typical of past English students include:

- Law
- Marketing
- Advertising
- Publishing
- Business/Management
- Journalism
- Media

## WHAT TYPE OF PERSON SHOULD STUDY ENGLISH LITERATURE?

- A readiness to engage with literary texts in both discussion and in written work
- A fondness for reading
- An ability to read between the lines
- An open mind
- Note-taking ability
- The capacity to put together reasoned, cogent arguments
- Commitment
- A sense of humour...

## WHAT WILL I STUDY?

The course consists of texts which can be examined at both AS and A Level; and further texts which are only examined at A Level. Obviously, we would study the AS texts in Lower Sixth (two novels, a play and a selection of poetry); and the A Level only texts in Upper Sixth: a further play by Shakespeare with an accompanying anthology of literary criticism, a selection of poems from a given literary movement (or poet), and two more texts for the Coursework component.

In addition to this, students will be taught the skills of comparing texts, responding to the contextual framework of texts, responding to unseen poetry and responding to the views of other readers.

## EXAM TYPE

AS Level

- Poetry and Drama  
2 Hours
- Prose  
1 hour

A Level

- Drama  
Shakespeare and one other drama  
2 hours 15 minutes
- Prose  
1 hour
- Poetry  
2 hours 15 minutes
- Extended essay assignment  
internally assessed



# FRENCH

## EXAM BOARD

AQA

## LEVEL OFFERED

ONE YEAR AS LEVEL

## WHY SHOULD I STUDY FRENCH?

French opens the door to a rich cultural world. It is the language of food, fashion, art, film and ideas, and it offers a window into how different societies think, create and live. Many students enjoy French because it feels both beautiful and precise – a language that encourages clear expression as well as curiosity.

It is also a truly international language, spoken on several continents and used in global organisations such as the UN, the EU and the International Red Cross. For those who enjoy travel, France remains one of the most visited countries in the world, and speaking the language makes the experience far more rewarding.

Learning French strengthens the mind, building memory, confidence and critical thinking. It also provides a strong foundation for other Romance languages and deepens understanding of English.



## WHAT TYPE OF PERSON SHOULD STUDY FRENCH?

Students will need to learn vocabulary regularly to keep up with the demands of the course. They will need to be self-motivated and able to research projects both alone and as a team. A high standard of grammar is expected in the Sixth Form and students will be expected to perfect all aspects of tenses etc. They will need to improve their receptive language skills (i.e. listening, reading) and productive language skills (i.e. speaking, writing) in order to engage in and complete A level French successfully.

## WHAT WILL I STUDY?

AS topics:

- Social issues and trends
- Artistic culture (culture, music and cinema)
- Grammar
- A literary text or film

## EXAM TYPE

AS Level:

- Listening, Reading, Writing 1 hour 45 minutes
- Writing 1 hour 30 minutes
- Speaking 30 minutes

# GEOGRAPHY

## EXAM BOARD

EDEXCEL

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY GEOGRAPHY?

Geography is one of the ten facilitating subjects that are helpful to gain entry into a Russell Group University. A Level Geography can be accepted as either a science or an arts subject at universities.

If you specialise in Geography at university the opportunities for pursuing a range of career paths is immense including surveying, advertising, town and country planning, landscape architecture, environmental consultancy/management, conservation and teaching. There is a wide choice of degree courses at university e.g. Geography and Business Studies and Geography, Society and Environment.

Is Geography a good choice in terms of gaining employment? The answer is a resounding YES! Skills and qualities Geographers have, include writing a concise report, handling data, asking questions and finding answers, making decisions, analysing material, thinking creatively and independently and organising effectively. Furthermore, Geographers are effective communicators, problem solvers, good team players, computer literate, well rounded, flexible thinkers.

## WHAT TYPE OF PERSON SHOULD STUDY GEOGRAPHY?

- Want to study a subject that focuses on 21st Century issues such as the rise of new superpowers and increasing global problems such as climate change.
- Have an interest in and concern for the environment.
- Are interested in current affairs.
- Enjoy studying a subject that is relevant to their own lives and experiences.
- Want an opportunity to carry out practical work outdoors as well as class-work.
- Want to broaden their AS studies to cover both 'sciences' and 'humanities'.
- Enjoy travel and finding out about new people, places, landscapes and events.

## WHAT WILL I STUDY?

AS Level OR  
A Level Year 1

Dynamic Landscapes

- Tectonic Processes and Hazards
- Coastal Landscapes (including a day's fieldwork)

Dynamic Places

- Globalisation
- Regenerating Places (including a day's fieldwork)

A Level Year 2

Physical Systems

- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security

Human Systems and Geopolitics

- Superpowers
- Health, Human Rights and Intervention

## EXAM TYPE

AS Level:

- 2 papers
- 1 hour 45 minutes

A level:

- 2 papers
- 2 hours 15 minutes
- Independent investigation based on the fieldwork  
3000-4000 words



# GRAPHIC COMMUNICATION

## EXAM BOARD

OCR

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY GRAPHIC COMMUNICATION?

Graphic Communication is the art of visual problem-solving. It combines creativity with purpose, teaching you to communicate ideas, messages and information through design. This subject prepares you for careers in advertising, branding, illustration, publishing, web design, animation and the creative industries.

You will develop technical skills in typography, layout, digital media and print, alongside conceptual thinking and the ability to respond creatively to briefs. Graphic Communication is perfect for students who want to explore the power of visual language and develop a professional design portfolio.

## WHAT TYPE OF PERSON SHOULD STUDY GRAPHIC COMMUNICATION?

This course suits students who are creative, observant and interested in how design influences the world around us. You should enjoy experimenting with ideas, be willing to take creative risks and be open to feedback as you refine your work.

Strong organisational skills and self-motivation are essential, as you will manage multiple projects and deadlines. You do not need prior experience in Graphic Communication, but an interest in visual culture, design and media will help you thrive.

## WHAT WILL I STUDY?

Students produce two components:

Component 01: Personal investigation

- A portfolio of practical work responding to a starting point, brief or stimulus of your choice
- A related study: an extended written response of a minimum of 1000 words

Component 02: Externally set task

- A response to a theme from the exam board, released on 1 February
- Preparation time followed by 15 hours of supervised work

You will explore areas such as typography, branding, illustration, packaging design, editorial design and digital media, developing technical skills and a personal visual language.

## EXAM TYPE

Component 01:  
Personal investigation

- 120 marks
- Non-exam assessment
- Internally assessed and externally moderated
- 60% of total A Level

Component 02:  
Externally set task

- 15 hours
- 80 marks
- Non-exam assessment
- Internally assessed and externally moderated
- 40% of total A Level

# HISTORY

## EXAM BOARD

CIE - Cambridge

## LEVEL OFFERED

ONE YEAR AS or TWO YEAR A LEVEL

## WHY SHOULD I STUDY HISTORY?

History helps you understand how societies change and why events unfold the way they do. It is a respected academic subject valued by universities and employers because it develops:

- Critical thinking and independent judgement
- Strong analytical and evaluative skills
- Confident written communication and academic writing
- The ability to handle evidence, build arguments and understand different interpretations
- Cultural awareness and a clearer understanding of the modern world

History also complements science and maths subjects by providing breadth and helping strengthen language, essay-writing and critical reasoning skills useful for IELTS, UCAS and interviews.



## WHAT TYPE OF PERSON SHOULD STUDY HISTORY?

- You should be prepared to read widely and write essays.
- The subject content is accessible and there is a wide choice of documentaries, films and visual media to support your learning.
- To achieve a high grade in history, the quality of your written communication is important and this requires commitment and perseverance, especially if English is not your first language (IELTS Level 7.0 recommended).

## WHAT WILL I STUDY?

The course involves a range of periods of history. We are following the European Option, 1750-1921 and the following topics within it:

- France, 1774-1814
- The Industrial Revolution in Britain, 1750-1850
- Liberalism and nationalism in Germany, 1815-71
- The Russian Revolution, 1894-1921

### AS Level

- Units 1 and 2 are taught in the Lower Sixth and examined in summer.
- Unit 1 A source based topic which rotates between the four topics above.
- Unit 2 Students will answer a range of essay based questions.

### A2 Level

Both papers will be sat in the Summer.

- Unit 3: Interpretations question: The Holocaust.
- Unit 4: Depth Study. European history in the interwar years, 1919-41This involves a study of Stalin and Hitler.

## EXAM TYPE

### AS Level

#### Unit 1

- 1 hour 15 minutes
- 40% of the marks

#### Unit 2

- 1 hour 45 minutes
- 60% of the marks

### A Level

#### Unit 3

- 1 hour 15 minutes

#### Unit 4

- 1 hour 45 minutes
- Two essay questions

# LANGUAGES NATIVE/SELF STUDY

## EXAM BOARD

AS AVAILABLE

## LEVEL OFFERED

TWO YEAR A LEVEL - SELF STUDY

## WHY SHOULD I STUDY A LANGUAGE?

Studying your native language at A Level allows you to demonstrate advanced fluency and cultural knowledge while gaining a respected qualification. It showcases your linguistic ability to universities and employers, and can be particularly valuable if you are applying to study languages, international relations, translation or related fields.

For students whose first language is not English, taking an A Level in your native language provides an additional qualification that recognises your bilingual or multilingual skills. This can strengthen university applications and provide evidence of high-level communication skills.

## WHAT TYPE OF PERSON SHOULD STUDY A LANGUAGE?

This pathway is suitable for students who are native or near-native speakers of a language offered by UK exam boards. You must have strong literacy skills in your chosen language, including the ability to read, write and analyse complex texts.

As this is a self-study course, you will need to be highly motivated, organised and independent. You will be responsible for your own preparation, though the school will provide guidance on exam requirements and support with registration. Strong time-management and self-discipline are essential.

## WHAT WILL I STUDY?

The specific content depends on the language and exam board chosen. Most A Level language courses include:

- Social issues and trends
- Political and artistic culture
- Grammar and linguistic accuracy
- Study of literary texts and/or films
- Independent research project

Students are expected to develop advanced skills in listening, reading, writing and speaking, and to engage critically with authentic materials from the target language culture.

## EXAM TYPE

Exam structure varies by language and exam board, but typically includes:

- Paper 1: Listening, reading and writing
- Paper 2: Written response to works and translation
- Paper 3: Speaking examination

Students should consult with the Head of Sixth Form to confirm which languages and exam boards are available for self-study entry.



# MATHEMATICS

## EXAM BOARD

EDEXCEL

## LEVEL OFFERED

ONE YEAR AS or TWO YEAR A LEVEL

## WHY SHOULD I STUDY MATHEMATICS?

A level Mathematics is listed as essential for:

Accountancy; Actuarial Studies; Aeronautical Engineering; Chemical Engineering; Chemistry; Computing (for some courses); Dentistry (for some courses); Economics (usually); Electrical/Electronic Engineering; Engineering; Management Studies (sometimes); Mathematics; Mechanical Engineering; and Physics.

A level Mathematics is listed as useful for:

Architecture; Biochemistry; Biology; Biomedical Sciences; Business Studies; Computing; Dentistry; Dietetics; Geography; Management Studies; Orthoptics; Pharmacy; Philosophy; Physiotherapy; and Psychology.

## WHAT TYPE OF PERSON SHOULD STUDY MATHEMATICS?

Mathematics Competitions: In addition to studying the above courses, all Sixth Form mathematics and further mathematics students will have the opportunity to attempt national and local mathematics competitions with some leading to Olympiad standard competitions.

Annually, Ruthin School participates in the United Kingdom Mathematics Trust Senior Team Challenge and for the past seven years we have qualified for the national final. Moreover, Ruthin School were crowned national champions in 2016, 2017 and 2018!

Every year, Lower Sixth students studying mathematics or further mathematics will be invited to volunteer at the Ruthin School Junior Mathematics Challenge held for children from our local area.

## WHAT WILL I STUDY?

The course covers three areas of mathematics: pure, mechanics and statistics. In the lower sixth you will study topics from all three areas. In the upper sixth, you will again study topics from all three areas, extending the material covered in the lower sixth.

### Pure Mathematics

Proof, algebra and functions, coordinate geometry in the  $(x, y)$  plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods, vectors.

### Mechanics

Quantities and units in mechanics, kinematics, forces and Newton's laws, moments.

### Statistics

Statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing.

## EXAM TYPE

### AS Level

- 3 x 2 hour papers
- Pure Mathematics
- Statistics
- Mechanics

### A Level

- Pure Mathematics 1 hour and 15 Minutes
- Statistics and Mechanics

# FURTHER MATHEMATICS

## EXAM BOARD

EDEXCEL

## LEVEL OFFERED

TWO YEAR A LEVEL

A level Mathematics Yr 1 and A level Further Mathematics Yr 2. This option is 2 A levels and has double time allocated per week.

## WHY SHOULD I STUDY FURTHER MATHEMATICS?

A level Mathematics is listed as essential for a variety of university courses and occupations. See Mathematics.

A level Further Mathematics is listed as essential for Mathematics courses in certain universities and very useful in others. A level Further Mathematics is listed as useful for:

Actuarial Science/Studies; Aeronautical Engineering; Biochemistry; Biomedical Sciences (including Medical Science); Chemical Engineering; Chemistry; Computing; Dentistry; Electrical/Electronic Engineering; Engineering {General}; Mathematics; Mechanical Engineering; Medicine; Optometry (Ophthalmic Optics); Physics; and Veterinary Science.

## WHAT TYPE OF PERSON SHOULD STUDY FURTHER MATHEMATICS?

You must excel at Mathematics and should have a level 8 or 9 at GCSE or equivalent. This is an intense course and you must love Mathematics.



## WHAT WILL I STUDY?

A level Mathematics - see Mathematics A level Further Mathematics

Further Mathematics

Proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions, differential equations

Pure Mathematics:

further trigonometry, Taylor series, Leibnitz theorem, L'Hospital's rule, Weierstrass integration, conic sections, further vectors, numerical solutions, inequalities, groups, further integration, further matrix algebra, number theory, sequences and series. Mechanics: momentum and impulse, work, energy and power, elastic strings and springs, collisions, circular motion, centre of mass, further dynamics, further kinematics.

Statistics:

Discrete distributions, Poisson and Binomial distributions, Geometric and Negative Binomial distributions, hypothesis testing, Central Limit theorem, Chi-squared tests, probability generating functions, quality of tests, linear regression, continuous distributions, correlation, combinations of random variables, estimation and confidence intervals, the t-distribution.

## EXAM TYPE

A Level Mathematics

- Year 1
- See Mathematics

A level Further Mathematics

- 4 x 90min papers
- Papers 1 and 2 Compulsory content
- Papers 3 and 4 Optional content

# MUSIC

## EXAM BOARD

EDEXCEL

## LEVEL OFFERED

TWO YEAR A LEVEL

### WHY SHOULD I STUDY MUSIC?

- To develop and demonstrate musicianship skills through performing, composing and appraising
- To perform
- To compose either freely or to a set brief
- Demonstrate knowledge and understanding of musical elements, musical contexts and musical language

### WHAT TYPE OF PERSON SHOULD STUDY MUSIC?

Music is ideal for committed performers (grade 7 standard or above) who enjoy both the practical and theoretical sides of the subject. You should:

- Be able to read music fluently
- Be open to different musical genres and approaches
- Be willing to develop your performance, composition and written analysis
- Enjoy the process of creating, interpreting and discussing music

### WHAT WILL I STUDY? INCLUDING EXAM TYPE

#### Performing

##### AS level

- A six minute (minimum) recital
- Solo or ensemble performances acceptable
- Performances take place towards the end of the course
- ABRSM Grade VI or above

##### A level

- An eight minute (minimum) recital
- One or more pieces can be offered
- Solo or ensemble performances acceptable
- Performances take place towards the end of the course
- ABRSM Grade VII or above

#### Composing

##### AS level

- Two pieces required 4 ½ minute combined length minimum
- Choice of briefs set by the board
- Free composition allowed for one work
- Externally marked by the board

##### A level

- Two pieces required
- First piece must be at least 4 minute duration
- Choice of briefs set by the board
- Free composition option
- Second piece chosen from a list of briefs assessing technique with one minute minimum duration
- Six minutes combined minimum duration
- Externally marked by the board

#### Appraising

##### AS level

- Six areas of study
- Two set works in each area
- Diverse range of set works
- Three listening questions based on audio extracts and skeleton scores
- Aural dictation based on a melody completion and error identification
- Two essay questions, one on an unfamiliar work, one on a choice of set works

##### A level

- Three set works per area of study
- Three listening questions based on audio extracts and skeleton scores
- Aural dictation based on a more advanced melody completion question
- Two essay questions, one on an unfamiliar work, one on a choice of set works

# PHOTOGRAPHY

## EXAM BOARD

OCR

## LEVEL OFFERED

TWO YEAR A LEVEL



## WHY SHOULD I STUDY PHOTOGRAPHY?

Photography is a powerful medium for creative expression and visual communication. This course develops your technical skills, artistic vision and critical understanding of photography as both an art form and a tool for storytelling.

You will learn to capture compelling images, manipulate light and composition, and develop a personal photographic style. Photography prepares you for careers in editorial, fashion, advertising, documentary, fine art photography and related creative industries. It also complements study in media, journalism, graphic design and the visual arts.

## WHAT TYPE OF PERSON SHOULD STUDY PHOTOGRAPHY?

This course suits students who are curious, observant and excited by the visual world. You should be willing to experiment, take creative risks and develop your own artistic voice. Photography requires dedication, as you will need to shoot regularly, review your work critically and refine your ideas through multiple iterations.

Strong organisational skills and self-motivation are essential for managing projects and meeting deadlines. Access to a camera (digital SLR or mirrorless recommended) is important, though the school has equipment available.

## WHAT WILL I STUDY?

Students produce two components:

Component 01: Personal investigation

- A portfolio of practical work responding to a starting point, brief or stimulus of your choice
- A related study: an extended written response of a minimum of 1000 words

Component 02: Externally set task

- A response to a theme from the exam board, released on 1 February
- Preparation time followed by 15 hours of supervised work

You will explore areas such as portraiture, landscape, documentary, still life, experimental photography and digital manipulation, developing both technical proficiency and conceptual depth.

## EXAM TYPE

Component 01: Personal investigation	Component 02: Externally set task
<ul style="list-style-type: none"><li>• 120 marks</li><li>• Non-exam assessment</li><li>• Internally assessed and externally moderated</li><li>• 60% of total A Level</li></ul>	<ul style="list-style-type: none"><li>• 15 hours</li><li>• 80 marks</li><li>• Non-exam assessment</li><li>• Internally assessed and externally moderated</li><li>• 40% of total A Level</li></ul>

# PHYSICS

## EXAM BOARD

WJEC

## LEVEL OFFERED

ONE YEAR AS or TWO YEAR A LEVEL

## WHY SHOULD I STUDY PHYSICS?

In order to study Physics or a related topic at university you will need to have qualified in Physics A Level. It is an essential qualification for the further study of Engineering courses and for some Technology courses.

The demands of A Level Physics mean it is a highly respected qualification and it offers strong support for entry into other degree courses, including: Medicine, Dentistry and Veterinary Science.

## WHAT TYPE OF PERSON SHOULD STUDY PHYSICS?

Physics is the natural science that involves the study of matter and its motion through space and time, along with related concepts such as energy and force. More broadly, it is the general analysis of nature, conducted in order to understand how the universe behaves. Physics students develop a sense of wonder about how things work, and they learn the skills of systematic thinking to find out how things work.

We recommend that students should have the skills and knowledge associated with at least GCSE Science and Additional Science or a GCSE Physics course or equivalent.

Mathematics:

A Level Physics does require some mathematical ability, though it is not essential to study A Level Mathematics in order to be able to study Physics. In reality, most A Level Physics students do study A Level Mathematics.

The mathematical requirements include:

Use of appropriate units in calculations; decimal and standard form; ratios, fractions and percentages; basic geometry and trigonometry; the equation of a straight line; exponential and logarithms. Basic algebra; use of indices and expression of magnitudes.

What is most important is that (particularly if not studying A Level Mathematics) the mathematical elements are approached with confidence.

## WHAT WILL I STUDY?

AS Physics

1. Motion, Energy and Matter.
2. Electricity and Light.

A-Level Physics

3. Oscillations and Nuclei.
4. Fields and Options

A-Level Physics also offers an opportunity to study an optional topic within unit 4 to gain greater understanding and awareness of a selected branch of physics. Option topics:

- Alternating Currents
- Medical Physics
- The Physics of Sports
- Energy and the Environment.

## EXAM TYPE

AS Level

- 2 written papers based on the units of study
- 1 hour 30 minutes each

A Level

- 2 written papers
- Unit 3, 2 hours 15 minutes
- Unit 4, 2 hours

A Level Practical Examination

- Internally assessed
- Experimental task, 1 hour 30 minutes
- Practical Analysis task, 1 hour

# POLITICS

## EXAM BOARD

EDEXCEL

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY POLITICS?

Apart from the subject content being interesting in itself, Politics is an academic subject that allows you to develop many important and useful skills, including developing and supporting an argument, critical analysis and essay writing. It can also help you boost your language and literacy skills. Politics is a subject that is highly regarded by universities, and you certainly do not need to want to be a politician to enjoy studying it.

## WHAT TYPE OF PERSON SHOULD STUDY POLITICS?

- Politics is a humanities subject that goes well with History, Economics, Geography and English. Alternatively, it could be a good 4th subject for those who see themselves more as mathematicians or scientists as it will allow you to develop a wider range of skills and interests, thus demonstrating more breadth to universities and prospective employers. It helps if you are interested in current affairs and understanding why the society we live in is organised the way it is.
- Most students studying politics in the 6th form will not have studied the subject before, and there is no expectation of any prior knowledge.
- Exam papers consist primarily of traditional essay questions, so you should feel comfortable with this.
- It is a challenging subject for students with English as a Second language and an IELTS level of 6.5 is recommended if Politics is to be considered as one of your core subjects.

## WHAT WILL I STUDY?

We follow the Edexcel syllabus. The AS course is about the British political system - how it is supposed to work and whether or not it really does. The full A Level course covers the same as the AS course, and also looks at a range of political ideologies as well as the American political system. Finally, we compare the systems of the UK and the USA.

### UK topics

- Democracy and participation, political parties, elections, voting behaviour and the impact and role of the media, the constitution, parliament, prime minister and executive, relationships between institutions.
- Political ideologies = conservatism, liberalism, socialism, nationalism

### USA topics

- Elections, political parties, interest groups, constitution, Congress, Presidency, Supreme Court and civil rights
- Comparative politics = rational, cultural and structural approaches, constitutions, legislatures, the executive branch, interest groups, party systems, party funding, Supreme Courts, federalism/devolution

## EXAM TYPE

### AS Level

- 2 written papers
- 1 hour 45 minutes

### A Level

- 3 written papers
- 2 hours each

# PSYCHOLOGY

## EXAM BOARD

AQA

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY PSYCHOLOGY?

Psychology is the scientific study of the mind and behaviour. It explores fundamental questions about human nature: Why do we think, feel and act the way we do? How do we learn, remember and make decisions? What influences our relationships, mental health and development?

Psychology combines elements of science and humanities, developing skills in research methods, data analysis, critical thinking and essay writing. It prepares students for careers in clinical psychology, counselling, education, healthcare, marketing, human resources, criminology and social research. Psychology is also excellent preparation for Medicine, Nursing and related healthcare professions.

## WHAT TYPE OF PERSON SHOULD STUDY PSYCHOLOGY?

Psychology suits students who are curious about human behaviour and interested in understanding why people act the way they do. You should enjoy scientific enquiry, be comfortable with research methods and statistical analysis, and be prepared to evaluate evidence critically.

Strong essay-writing skills are essential, as much of the assessment involves extended written responses. You will need to explain complex psychological concepts clearly, analyse research studies and construct well-reasoned arguments. An open mind and interest in current issues relating to mental health and society will enhance your learning.

## WHAT WILL I STUDY?

Year 1:

- Social influence
- Memory
- Attachment
- Psychopathology
- Approaches in psychology
- Biopsychology
- Research methods

Year 2:

- Issues and debates in psychology
- Relationships
- Schizophrenia
- Forensic psychology

Students will learn about classic and contemporary research, conduct their own investigations and develop the ability to evaluate theories and evidence from multiple perspectives.



## EXAM TYPE

A Level

- Paper 1: Introductory topics in psychology – 2 hours
- Paper 2: Psychology in context – 2 hours
- Paper 3: Issues and options in psychology – 2 hours

All papers include multiple-choice, short-answer and extended writing questions.

# SPANISH

## EXAM BOARD

AQA

## LEVEL OFFERED

TWO YEAR A LEVEL



## WHY SHOULD I STUDY SPANISH?

Spanish is one of the most widely spoken languages in the world and opens doors to travel, culture, study and work across Europe and the Americas. Studying it at A Level strengthens:

- Confident spoken communication
- Listening, reading and translation skills
- Understanding of Hispanic societies, politics, culture and identity
- Essay-writing and critical analysis in a foreign language

It complements a wide range of subjects, supports university applications and is highly regarded by employers.

## WHAT TYPE OF PERSON SHOULD STUDY SPANISH?

- You should enjoy using language in real conversations and be comfortable speaking in class
- You should be willing to develop strong grammar knowledge and practise regularly
- You should be interested in global issues, social change and modern culture
- You should feel confident reading and listening independently outside lessons

## EXAM TYPE

AS Level

- Listening reading Writing - 1 hour 45 minutes
- Writing - 1 hour 30 minutes
- Oral - 14 minutes

A Level

- Core - 2 hours 30 minutes
- Option - 2 hours
- Oral - 23 minutes

## WHAT WILL I STUDY?

- Social issues and trends
- Political and artistic culture
- Grammar Options
- Works: literary texts and films

# TEXTILES

## EXAM BOARD

OCR

## LEVEL OFFERED

TWO YEAR A LEVEL

## WHY SHOULD I STUDY TEXTILES?

Textiles is a creative and versatile subject that explores fabric, surface design, fashion and constructed textiles. It combines artistic expression with technical skill, teaching you to design and create using a wide range of materials and processes.

This course prepares you for careers in fashion design, textile design, interior design, costume design, retail and the creative industries. You will develop skills in pattern cutting, garment construction, embellishment, printing and experimental techniques, while building a professional portfolio that showcases your creativity and technical ability.

## WHAT TYPE OF PERSON SHOULD STUDY TEXTILES?

This course suits students who are creative, practical and passionate about textiles and fashion. You should enjoy hands-on making, be willing to experiment with materials and techniques, and be open to developing your ideas through exploration and refinement.

Strong organisational skills and self-motivation are essential, as you will manage multiple projects and work independently on your portfolio. You do not need prior experience in Textiles at GCSE, but an interest in fashion, pattern, colour and tactile materials will help you succeed.

## WHAT WILL I STUDY?

Students produce two components:

Component 01: Personal investigation

- A portfolio of practical work responding to a starting point, brief or stimulus of your choice
- A related study: an extended written response of a minimum of 1000 words

Component 02: Externally set task

- A response to a theme from the exam board, released on 1 February
- Preparation time followed by 15 hours of supervised work

You will explore areas such as constructed textiles, fashion design, printed and dyed textiles, surface pattern, stitched and embellished textiles, and mixed-media work.

## EXAM TYPE

Component 01:  
Personal investigation

- 120 marks
- Non-exam assessment
- Internally assessed and externally moderated
- 60% of total A Level

Component 02:  
Externally set task

- 15 hours
- 80 marks
- Non-exam assessment
- Internally assessed and externally moderated
- 40% of total A Level




# WHAT OUR STUDENTS SAY

“The teachers at Ruthin really know you as an individual. They understand your strengths and challenge you to improve. I never feel like just a number.”

**JAMES, YEAR 13**

“I was nervous about boarding but it’s been the best decision. I’ve made lifelong friends from around the world and become so much more independent and confident.”

**MEI, YEAR 12**



“The UCAS support is incredible. Mrs Morton helped me with every step of my application and I got into my first-choice university. I couldn’t have done it without her.”

**PRIYA, 2025 LEAVER  
NOW STUDYING LAW AT UNIVERSITY OF MANCHESTER**

“HPL has changed how I learn. I’m more analytical and better at solving problems. These skills will stay with me for life.”

**DAVID, YEAR 13**

# RUTHIN SCHOOL MAP





- |                       |                             |
|-----------------------|-----------------------------|
| 1. Main Building      | 7. Sports Hall              |
| 2. Sixth Form         | 8. Front Field              |
| 3. Art Rooms          | 9. Back Field               |
| 4. Dining Hall & Café | 10. Gladstone & Wynne House |
| 5. Science            | 11. Trevor House            |
| 6. The PCs            | 12. Pavilion                |

# YOUR RUTHIN SIXTH FORM JOURNEY AWAITS

“Ruthin School Sixth Form combines academic ambition with genuine care for every student. Small classes, expert teaching and personalised support help our students achieve exceptional results and secure places at leading universities.”

**MR DAVID OWEN-BOOTH  
HEAD OF SIXTH FORM**

## What Happens Next?

### LOWER SIXTH (YEAR 12)

- Choose up to 4 AS Level subjects
- Settle into Sixth Form life with personal tutor support
- Begin exploring university options and career pathways
- Participate in enrichment activities and leadership opportunities
- Build your academic profile and Personal Statement

### UPPER SIXTH (YEAR 13)

- Focus on 3 A Level subjects
- Complete UCAS applications with dedicated mentor support
- Prepare for university interviews and admissions tests
- Achieve your full potential in final examinations
- Transition confidently to university or career

Whether you're a day student or boarder, from the UK or overseas, Ruthin Sixth Form offers a supportive, ambitious community where you can achieve your potential and prepare for your future.

Should you have any further questions then please do not hesitate to contact us, either by email

**[admissions@ruthinschool.co.uk](mailto:admissions@ruthinschool.co.uk)**

or by telephone on

**+44 (0) 1824 702 543**



## APPLY NOW:

Visit [www.bit.ly/ruthin-sixth-form](http://www.bit.ly/ruthin-sixth-form)  
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Ruthin School, Mold Road, Ruthin, Denbighshire, LL15 1EE  
+44 (0)1824 702 543      [office@ruthinschool.co.uk](mailto:office@ruthinschool.co.uk)