



LOUGHBOROUGH GRAMMAR SCHOOL
A level Option Choices – for external applications (2017-2019)

CHOOSING YOUR SIXTH FORM COURSES

Deputy Headmaster Academic: Dr. C. G. Walker

The importance of the Sixth Form years cannot be underestimated since they provide an effective preparation for life after school, and for most of our students this will mean higher education. It is important that within our Sixth Form programme we encourage our students to develop a sense of personal responsibility for their intellectual development, and that they develop a positive attitude towards their own learning. To this end it is important that they make the right subject choices, approach their work and behaviour in a mature and serious fashion and that they enjoy their Sixth Form studies.

This booklet provides information about the academic subjects which are available in the Sixth Form and it also gives some advice about selecting the right subjects so that our students can achieve to the limit of their potential. In addition, we are keen that boys should consider the many extracurricular activities which exist to enable our Sixth Form students to develop the personal qualities needed to move on from LGS with the confidence and the potential for future success (or to put it very baldly – to enrich their UCAS application to ensure entry to the course of their choice). As Sixth Formers they will also be expected to provide strong and positive examples to younger members of the School. There will be many opportunities to lead, organise and manage others with appropriate support and guidance.

All Sixth Formers will be invited to become Prefects as they approach the end of their Lower Sixth year. Some will be elected as Senior Prefects who carry additional responsibilities within their own year group.

THE SIXTH FORM CURRICULUM

Entry into the Sixth Form is conditional upon the achievement of **a minimum of five A grades**. We would normally expect an A grade in the subjects to be taken for A level where a GCSE qualification is available in that subject and we would discourage the taking up of more than two new subjects without very persuasive arguments why this should happen.

Your son will choose 4 subjects at the start of A level and in most cases will drop to 3 at the start of Year 13.

We are in the midst of governmentally-mandated reform of A levels, where the traditional AS+A2=A level model has changed for some subjects, and in these cases the AS level is a stand-alone examination.

The subjects that this applies to are: ancient languages (classical Greek, Latin); Art; Biology; Business; Chemistry; Computer Science; Drama; Economics; English; Geography; History; Modern Foreign Languages; Music; Physics; Psychology; Religious Studies.

As with most schools, we are co-teaching AS and A level, which means that in these subjects your son will come out with a stand-alone qualification at AS level as well as an A level. It also means, that if he wishes, at the end of Year 12 he can drop one of the four subjects that he started the Sixth Form with while still securing a qualification. Thus these changes are less profound or serious than they may at first appear.

The only 'reformed' subject following a slightly different route is Art which is explained in the Art section in this booklet.

At present most AS levels are taught on the basis of ten lessons per week for the four main subjects, except where there are very small numbers opting to do the subject. In addition three lessons are allocated to each of Enrichment activities (including Partnership, VSU & CCF) and Games (which is compulsory). For some of our boys the Extended Project Qualification (EPQ) may be appropriate. The remainder are given to our Lower Sixth as private study periods where they are expected to show initiative in taking charge of their own learning and will be supervised in allocated rooms. All AS examinations now take part in June, when there will be a leave of absence given.

During the Spring Term, students are asked to select the three subjects which they wish to continue in Year 13. This is not necessarily a binding decision, but the School requires this information for timetabling purposes and therefore we encourage students to think very carefully about their choices at this time. It might be possible to change in the light of AS results, but it is important that the Deputy Headmaster is consulted and that these decisions are carefully thought through. In some cases boys may be allowed to keep four subjects but this will be at the discretion of the Deputy Headmaster following consultation with teaching staff and the Head of Sixth Form.

These subjects are studied for the remainder of the course, and again in Year 13. Games are compulsory until the beginning of the Summer Term in Year 13. In Year 13 it is intended that all boys will take part in a Thursday afternoon enrichment programme.

AS/A LEVEL SUBJECTS AVAILABLE TO STUDENTS AT LOUGHBOROUGH GRAMMAR SCHOOL

You will be asked to choose any four subjects to study to in Year 12.

- Art and Design
- Biology
- Business Studies
- Chemistry
- Classics
- Computing
- Design and Technology
- Drama and Theatre Studies
- Economics
- English
- French
- Geography
- German
- Greek
- History
- History of Art (taught at OLCS)
- Latin
- Mathematics
- Further Mathematics¹
- Music

Music Technology
Physical Education (taught with LHS)
Physics
Psychology (taught at LHS)
Politics
Religion and Philosophy
Sociology (taught at OLCS)
Spanish

¹Those boys who choose this subject must select Mathematics and Further Mathematics as two of their Advanced Subsidiary subjects. These boys will keep all four subjects at A2 level in the Year 13.

It may be also be possible to study 'Food and Nutrition' at the High School.
Some other subjects are taught jointly with girls at the High School.

It is not desirable to combine the following subjects:

Business Studies and Economics
Latin/Greek and Classical Civilisation

Furthermore it is not advisable to enter for more than two new subjects. Anyone contemplating one of these combinations should speak to the Deputy Headmaster.

SELECTING THE RIGHT COURSES

You need to choose four Advanced Subsidiary (AS) GCE subjects to study in Year 12 for examination at the end of the year. The AS qualification is a stepping stone between GCSE and A level; the academic standard is midway between the two and assumes one year of Sixth Form study. In Year 13 you may drop one subject and continue with the other three. Some subjects also offer Advanced Extension Awards (AEA) which enable candidates to show outstanding ability in that subject.

Your AS and A level choices are important because decisions made at this stage will affect your choice of degree and your career. Some of the subjects on offer will be new to you, and at AS others may be different from GCSE.

The School offers guidance in a number of ways. You have taken the ISCO Morrisby tests during the Autumn Term of Year 11. These tests are designed to identify strengths and interests and hence assist you with course and career choices. Following these tests you will have an interview with your tutor to discuss the results. The master in charge of Careers, Mr Lightfoot, is available to offer further advice. After the mock exam period is finished, all Year 11 boys will have an interview with Dr Walker regarding their mock exam results, to discuss thoughts regarding possible A level subjects. It is particularly important that you discuss any unusual combination of subjects. Your tutor will guide you through the process of choosing, but you should research for yourself, for example by looking on the University and Colleges Admissions Service (UCAS) website where degree course entry requirements are explained and you should also use the resources in the Careers Room and the Library where Mrs Bunn, the Librarian, is very happy to assist.

When choosing your subjects you should start by considering the subjects you enjoy most. Base your decision on your interest in and aptitude for the subject, rather than who might teach you or what your

friends have chosen. If you have a clear career path in mind, ensure your choices will allow it, but beware that you might change your mind. If you do not have a clear idea about your future, you should choose courses that will enable you to make the most of your strengths without reducing your future options.

Specific advice:

Dentistry: Those considering Dentistry must take A level Chemistry and two subjects from Biology, Mathematics and Physics. The best combination is Biology, Chemistry and Mathematics. Work experience is also essential to support a university application.

Economics: Those choosing A level Economics need to be good at Mathematics. Potential Oxbridge applicants for this subject should consider Further Mathematics.

Engineering: Those considering Engineering should take Mathematics and Physics. Potential Oxbridge applicants for this subject should consider Further Mathematics.

Mathematics: This is a good A level choice for those considering careers or university courses in Accountancy, Computing, Finance, Business Studies and Management.

Medicine: Those considering Medicine are advised to take A levels in Chemistry and Biology. Work experience is also essential to support a university application.

Modern Languages: All boys should consider maintaining or developing their modern language skills through the Sixth Form.

Physics: Those intending to take A level Physics are advised to take Mathematics to at least AS level. Potential Oxbridge applicants for this subject should consider Further Mathematics.

Veterinary Medicine: Those considering Veterinary Science or Veterinary Medicine courses are advised to take Biology, Chemistry and Mathematics at A level. Work experience is also essential to support a university application.

ART AND DESIGN

Head of Department: Miss E. Johnson

Exam Board: OCR H601 Fine Art A Level (or H201 Fine Art AS Level)

Philosophy and Overview

The A Level course in Fine Art is a natural progression of study from the GCSE route. The Fine Art programme is suitable for those with a desire for creativity, personal expression, aesthetic awareness and a commitment to sustained work hard. Since September 2015 we have offered two routes for Year 12 students, either AS or A Level Fine Art, and the decision should be based upon individual circumstances and future intentions.

During the one or two years spent studying this subject you should expect to explore your own independent ideas whilst demonstrating sophisticated ways of recording subject matter, experimenting with processes and media, developing ideas influenced by other practitioners, and producing significant outcomes to reflect your intentions. Fine Art incorporates a range of disciplines including drawing, painting, printmaking, photography, dark room practice, sculpture, conceptual art, new media and installation. It is not expected that each person should engage with all disciplines, but we encourage you to experiment with a creative range and to push the boundaries of what you believe you are capable of. The outcomes of projects and experimental stages normally involve large scale pieces with significantly challenging subject matter being tackled. We are happy to support boys develop skills in film, photography and new media if this is the desired route. Art History is integral to both courses and is developed and studied in an individualised way to strengthen conceptual understanding of your chosen specialism. You will engage with current trends in the art world and have access to current editions of journals.

Lessons are delivered in sixth form studios with each student receiving their own study area to work in and to display work. Sixth formers are issued with their material kit and all canvases and boards are created in school by our technician. The style of teaching is very different with more individual tutorials and group seminars to maximise the potential of your ideas. You can expect to take part in visits to local degree shows, local galleries, visits to London as well as an annual residential tour, which in 2017 will be to New York.

Two Year A Level Course

Boys who are committed to the study of Art for both sixth form years should opt for the two year course, which we anticipate being the majority of the cohort.

This course has two components:

- **Personal Investigation-**
 - This entails a sustained project of your own choice. You will choose a theme and produce an extended body of work exploring this theme with a range of investigations and outcomes.
 - Illustrated personal study which forms the contextual research of your work. A minimum of 1000 words must be used.

This accounts for 60% of the whole qualification and will be delivered during Year 12 and the Autumn Term of Year 13. This allows adequate time to complete all work required to fulfil the assessment objectives to the highest possible standard.

- **Externally Set Task-**

- A stimulus paper will be made available from February 2017 after which you will prepare an assessed project on the theme of your choice. You will then be given 15 hours to complete an outcome during a timed and invigilated period. This has to be completed in the final year of study.

This completes the remaining 40% of the A Level qualification, which combined with the Personal Investigation, achieves the full A Level at the end of Year 13.

Our current Year 12 cohort has found the above format to be more enjoyable and with less time pressure than GCSE.

One year AS Level

AS Fine Art is a stand-alone qualification which does not contribute to the full A Level accreditation. We recommend that you choose the AS option if you only intend to study Art for one year before focusing on three other subjects.

The qualification has only one component, the Externally Set Task, which you will begin preparing for in January. The first term of the AS course will be spent consolidating skills from GCSE and experimenting with new media and processes. The work produced during this term does not contribute to the AS, but will be a purposeful and enjoyable period of time.

- **Externally Set Task-**

- A stimulus paper will be released at the start of January after which you will prepare an assessed project on the theme of your choice. You will then be given 10 hours to complete an outcome during a timed and invigilate period.

This project is marked out of 80 and forms 100% of the AS qualification. The AS and A Level task papers will be different.

Further Study

A Level Art is desirable and indeed a requirement for some courses requesting creative portfolios for University entry, i.e. Fine Art, Art Foundation, Graphic Design and Product Design. A Level Art is most commonly opted for at LGS to gain UCAS points for entry onto other areas of study when it is a boys' particular strength or talent. This subject is usually selected by students wishing to study History of Art or Architecture because a physical or digital creative portfolio is a requirement for most UCAS applications. Institutions make their entry requirements for Architecture courses very clear, so it is essential that boys considering this pathway should begin research at any early stage when making their subject choices. Maths, Physics and Art are the most common combination of subjects for Architecture pathways. Some Automotive Design courses, for example at Coventry University, also require A Level Art for entry.

BIOLOGY

Head of Department: Mrs M. C. Herring

Exam Board: AQA: AS 7401, A2 7402

We offer the AQA GCE Biology which builds on the knowledge, understanding and skills which have been developed during our GCSE course. Completing the GCSE course is a prerequisite for Sixth Form study of Biology and most students who do well will have achieved a grade A* or A at GCSE. Essentially, students will be encouraged to:

- develop knowledge and understanding of concepts of Biology, and the skills needed for the use of these in new and challenging situations;
- develop an understanding of biologically scientific methods relevant to industry;
- recognise the value and responsible use of Biology in society;
- sustain and develop their enjoyment of the Biological Sciences;
- further develop practical skills relevant to the course.

The AS course coherently bridges the gap between GCSE and A level. For those who have enjoyed Biology at GCSE but who do not wish to continue to A level, the AS Biology option is an attractive choice. The specification provides a detailed amplification of the expected knowledge, understanding and skills required.

The AS content includes:

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

The A level content includes units 1-4 and:

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

Two written papers are taken in AS at the end of Year 12; three written papers, covering all 8 units, are taken in A level at the end of Year 13. There is no separate practical assessment; practical competency is continually assessed during regular class practical work and questions assessing practical skills will be included on the written papers.

A comprehensive textbook is provided for each year together with helpful student support material. We will be taking Year 12 Biologists on a residential Field Course in the summer months which will cover parts of the A level course. The department also has a wide range of extra-curricular activities from lunch time clubs to regional essay competitions as well as a half termly schedule of visiting speakers to extend students' understanding. Students are wholeheartedly recommended to get involved; indeed many are actively involved in their organisation

A qualification in Biological Sciences provides applicants to Higher Education with a multiplicity of degree choices. Students from this school in the last two years have applied successfully for Microbiology, Plant Science, Applied Genetics, Neurobiology and Marine Biology.

While the department has a major tradition of preparing candidates for the medical professions, with support sessions and events such as interview evenings, many students have used Biology to complement quite different subjects. Recently, applicants choosing Biology related degrees outranked those in other subjects as the most popular degree choice. Many have successfully gained places at Oxbridge for disciplines as diverse as Mathematics, Law and Geography utilising their Biology A level.

BUSINESS STUDIES

Head of Department: Mr. R. J. Lightfoot

Exam Board: AQA 1131/2131

A Level Business Studies was one of the first subjects to embrace the notion of modularity at LGS and since doing so has gone from strength to strength. It appeals to just about anyone with an interest in the Business World and particularly those with a desire to follow a career in either Management or in the City. Nationally it is one of the most popular GCE Advanced subjects. The syllabus followed is geared towards problem solving and encourages students to develop a critical understanding of organisations, the context in which they operate, the markets they serve and the process of adding value. The key skills required in this subject are an ability to analyse written and numerical passages, comment on various sources of evidence and above all demonstrate organisational ability and a willingness to work hard and to meet deadlines.

The subject will consider the role of Government, Trade Unions, Investors and the City and the general Political environment that Business has to work in, as well as look at the basics of Accounting and Finance, Marketing, Human Resource Management and Production. By the end of the year pupils should have acquired a firm grasp of the organisational, legal and economic constraints confronting the modern UK business.

The AS units focus on small to medium-sized businesses operating within national as opposed to international markets. They start by covering the issues involved in a business start-up, such as research and planning, as well as the factors that determine success. They go on to focus on how established businesses might improve their effectiveness by making tactical decisions at a functional level.

The A2 units build on the AS units by considering more complex business scenarios and focusing on strategy, as opposed to tactics. They target larger businesses which may be trading in international markets, and deal with how managers might measure the performance of the business. They consider the functional strategies that larger businesses may adopt to achieve their objectives and assess the external factors that can act as catalysts for change. The A2 concludes by examining the ways in which businesses can manage change successfully when responding to external stimuli.

Students are chiefly examined by applying their understanding of business principles to vocational case studies. Examinations at AS include a mixture of short answer questions, extended response questions and multi-part data response questions. A2 sees the addition of pre-release research tasks and essay questions.

Boys are issued with a core text but are encouraged to read around the subject and to make use of alternative resources such as **The Times 100 Case Studies** and **biz/ed** to augment their studies.

Business Studies is more vocationally specific than Economics and examines in detail the practical applications of organisational undertakings such as Financial Accounting, formation of Management

strategies and the planning and implementation of Marketing campaigns. There is overlap with the economic syllabus and for that reason we strongly advise against doing both subjects. It is less theoretical than Economics but no less demanding. It is an ideal preparation for someone who is keen to go into Business or the City after University or for someone who finds the world of Commerce and Business interesting.

CHEMISTRY

Head of Department: Mr. B. J. Arrowsmith

Exam Board: Edexcel AS (8CH0) A level (9CH0)

From GCSE you will already be aware of how important Chemistry is in our modern world, enabling us to make fertilisers, pesticides, fuels, plastics, metals, drugs and medicines, preservatives, detergents, dyes, paints, fabrics, etc. These substances have a tremendous impact on our quality of life and their production is a multi-billion pound business vital to this country's economy, and yet we tend to take all these things for granted.

AS or A-level Chemistry is required for several University courses e.g. Chemical, Biological or Medical sciences, and could also be very valuable to you in gaining entry to some less obviously related courses. A good grade in Chemistry shows that you can understand and apply some demanding concepts, that you can work quantitatively, that you can think objectively and that you can base decisions on relevant evidence. These qualities are much sought after in many walks of life and would be an advantage to pursue a career in, say, Law or Computing and Finance, as well as careers which use Chemistry directly.

Chemistry is the central Science linking with Physics and Biology, so a combination including it may offer more scope for choice in higher education and could put back the day when a final decision on future career has to be made. Doing Chemistry with Mathematics, Physics and Biology is an advantage in the way that the subjects link together and are able to help one another, and for those considering a Science course at one of the top Universities these other subjects along with Chemistry are the obvious choices. However, if you are good at Chemistry and enjoy it, you should not hesitate to include it in any combination.

The course content is divided into units, including Atomic Structure; Bonding and Structure; Redox; Formulae, Equations and Amounts of Substance; Energetics; Equilibrium; Transition Metals; Organic Chemistry; Modern Analytical Techniques and Kinetics. For AS you take two written exams and for A level three exams covering the whole two year A level course. Practical competency is continually assessed during class practical work and questions assessing practical skills are included on the written papers.

To do well at A-level you need a strong GCSE foundation and, for example, you will need to be comfortable writing chemical formulae and equations and doing calculations involving moles. You are not expected to be perfect at these to start with and time is spent helping you to get better and more confident with the related ideas, but it is important that anyone thinking of doing AS level realises the greater emphasis on working quantitatively. Many pupils achieve high grades in Chemistry in the Sixth Form. They will generally have gained a good grade A* at GCSE, though some pupils with lower grade A* and A grades at GCSE have also had considerable success in the past. In general you should be guided by your GCSE teacher in deciding whether to continue the subject to AS level.

Working out how and why substances behave and interact in the ways that they do can be quite demanding, but at the same time it is interesting and stimulating. You will have the chance to discuss and ask more questions about ideas covered only fairly superficially at GCSE and you will be expected to think and contribute intelligently during lessons. The subject is also very practical, and you may well find yourself burning magnesium in steam, constructing electrochemical cells and making your very own aspirin.

CLASSICS

[Classical Civilisation, Classical Greek and Latin Languages]

Head of Department: Mr. N. D. Pollock

Classics is a challenging subject, which can lead to a wide range of university courses, both in Classics and other disciplines. It provides a training that is widely respected in the professions and in industry. At its highest level you study a period of human history, as closely as possible integrating language, literature, politics, philosophy and the arts.

You can combine any Classical subject very well with any arts subject or Maths in the Sixth Form; sciences have also been successfully studied along with Classics. Latin and/or Classical Greek, combined with French, Spanish or German support the technicalities of language study; the logical discipline of Maths often suits this analytical approach. The study of literature is common to Classics, Modern Languages, Theatre Studies and English, where there is much cross fertilisation. History, Philosophy or Politics combine well with Classics, as the study of ancient history & society offers a similar but distinct approach to evidence and interpretation; philosophy and political theory in the Western world begin with the Greeks. Pupils interested in Archaeology may combine Classics with science subjects.

Statistics for employment of Classics graduates are comparable to those for most arts subjects. A recent study of graduates showed that people who had studied Classics were less likely to be unemployed in the first six months after leaving university than those from any other subjects. This was because Classics develops transferable skills: graduates went into 'almost any jobs from the City to Law to Art and Design.' These skills include logical, analytical thought, use of language, historical awareness, effective written communication and the ability to make reasoned judgements.

LGS pupils who have recently studied classical subjects at GCSE Advanced level have gone on to study Classics at Cambridge, Oxford, Durham, Nottingham, Bristol and UCL, Drama Studies at Royal Holloway, History at Durham, English at Leeds, Law at Cambridge, Bristol and Hull, Modern Languages at Cambridge and Oxford, Chemistry at Cambridge and Oxford, English at Oxford and Sheffield, Geography at Durham, French and Italian at Leeds, Philosophy and Theology at Durham, Medicine at UCL and Birmingham, and Economics and Government at LSE.

Classical Civilisation OCR AS and A2

This course does not require any knowledge of either Latin or Classical Greek, nor previous knowledge of Classical Civilisation. It has been successfully studied by pupils who have not studied for any GCSE in Classics, as well as those who have studied Latin, Classical Greek or Classical Civilisation.

There is a choice of topics, and we can, within limits, reflect the interests of those taking the subject.

The specification for the new AS and A Level courses has not yet been finalised so please be aware that the information below could change, perhaps even significantly. For further and up to date information, please speak to Mr Pollock.

The AS-level has TWO modules. Both are taken at the end of Year 12; topics which can be offered include:-

- 1 Homer's Odyssey or Iliad
- 2 Greek Theatre

Homer's Iliad tells the story of an episode in the Trojan War and we encounter the great heroes Achilles, Hector and Agamemnon.

In the **Odyssey** we study the story of Odysseus' adventures on his way home from the Trojan War and look at the society, customs and culture of the Mycenaean World.

For **Greek Theatre**, the set texts are two tragedies: Sophocles' Oedipus, exploring the inescapable march of Fate and the corrupting effect of power on rulers and Euripides' Bacchae, focusing on King Pentheus who refuses to worship Dionysus and how the god brings about his untimely and very gruesome end in 'revenge'; and one comedy: Aristophanes' Frogs, about the god Dionysus travelling to the Underworld to bring Euripides back from the dead!

The A Level is taken at the end of year 13 and has FOUR components. The great advantage here is that while you can take the AS-level at the end of Year 12 and then discontinue the subject, you can equally carry on to A Level and all the material covered in Year 12 helps prepare you for the A Level exams; topics which can be offered include:-

- 1 Homer's Odyssey or Iliad (as above)
- 2 Greek Theatre (as above)
- 3 Virgil's Aeneid
- 4 Greek Religion

In **Virgil's Aeneid**, we study the story of Aeneas' voyage from Troy and his struggle to found a new city for his people in Italy.

In **Greek Religion**, we learn about the role it played in society, alongside the functions and layout of famous temple complexes. We will also explore the nature of the gods and their relationship with mortals.

Latin/Classical Greek Languages OCR AS and A2

The Latin and Greek courses have exactly the same format as each other. Pupils should have gained high B grades or above throughout Years 10 and 11.

The AS-level is taken at the end of Year 12 and has TWO components:-

1 – Latin/Classical Greek Language (1 ½ hours)

- Section A: (35%) a passage of unprepared translation
- Section B: (15%) comprehension on a passage from an unprescribed author or 5 English into Latin/Greek sentences.

(There is a specified word list for this paper issued at the beginning of the course.)

2 – Literature – Latin/Classical Greek Verse and Prose (2 hours)

- Section A: (25%) two passages for translation and comment questions on the prose set text studied. All texts mentioned below are the most likely ones to be studied. In Latin the text is part of Cicero's speech in defence of Milo who was accused of murdering his political enemy Publius Clodius Pulcher. In Greek the text to be studied is taken from Thucydides' Histories Book 4, detailing part of the 30 year war between Sparta and Athens in the 5th Century BC.
- Section B: (25%) two passages for translation and comment questions on the verse set text studied. In Latin the text to be studied is Virgil's Aeneid VIII in which Aeneas visits the site of what will be Rome and takes on the young man Pallas to fight for him. In Greek the text to be studied is Homer Odyssey X, in which Odysseus and his men encounter Aeolus who is in charge of the winds, the cannibalistic Laestrygonians and Circe who has a penchant for turning men into pigs.

The A Level is taken at the end of year 13 and has FOUR components. For the prose and verse set texts, candidates are examined on longer sections of the texts they have been studying at AS-level. The great advantage here is that while you can take the AS-level at the end of Year 12 and then discontinue the subject, you can equally carry on to A Level and all the material covered in Year 12 helps prepare you for the A Level literature exams:-

1 – Latin/Classical Greek Language Paper 1 (1 hour 45 minutes) 33%

- Section A: Unseen Prose passage for translation
- Section B: Unseen Verse passage for translation (Ovid). Candidates are also required to scan two lines of the passage.

2 – Latin/Classical Greek Language Paper 2 (1 hour 15 minutes) 17%

EITHER Unprepared translation and comprehension on a prose passage from a named author (Pliny/Lysias)

OR Prose Composition.

3 – Latin/Classical Greek Prose Literature (2 hours) 25%

Prescribed literature – passages for comment questions on the prose set text studied. In Latin the text to be studied will be a longer section Cicero's speech in defence of Milo (described above). In Greek the text to be studied will be a longer section from Thucydides' Histories Book 4 (described above).

4 – Latin/Classical Greek Verse Literature (2 hours) 25%

Prescribed literature – passages for comment questions on the verse set text studied. In Latin the texts to be studied are Virgil's Aeneid Book VIII (described above) and Book X in which Pallas dies, leading to Aeneas going on a killing spree in his uncontrollable wrath! In Greek the texts to be studied are Homer Odyssey X (described above) and Odyssey IX in which Odysseus and his men meet and massacre the Cyclopes, are enticed by the Lotus-Eaters and most famously encounter the one-eyed giant Polyphemus.

COMPUTER SCIENCE

Head of Department: Mr. R. Statham

Exam Board: AQA Computer Science 7517 (A level) Computer Science 7516) AS Level

Advanced level Computing provides an in-depth study of computing, systems and related disciplines. It should prove of interest and value to students whether or not they progress to further studies in Computing. It provides a good grounding in both theoretical and practical aspects of the subject. It is not necessary to have any formal GCSE Computing experience in order to start this course although the experience gained at GCSE will give the student a head start. Aptitude for both Physics and Mathematics, and a capacity for logical thinking is however a good foundation. Obviously, some familiarity with computers in general is a good idea and more importantly an interest in the use of computers (other than for playing games) is essential. The intending candidate will need to maintain a high level of commitment to the course, for some aspects of it are demanding in a technical sense, and this will require time being put in to the subject outside of timetabled lessons to finish projects and gain a familiarisation especially with the programming language software. The main criteria for a student beginning computing are a willingness and aptitude to solve problems.

The following broad areas are included within the AS syllabus: - Programming and Data Structures, Data Representation, Systematic approach to Problem Solving, Theory of Computation, Computer Architecture, Consequences of computer use, Fundamentals of Networking and Communication

Assessment at AS level comprises -

The AS level is structured as follows: -

Title	Method	Duration	%
Paper One – Ability to Program and theoretical Knowledge	Practical on-screen exam	1 hour 30 mins.	50
Paper Two – Theory , data, systems, architecture, law, communications	Written Exam	1 Hour 30 mins	50

The A2 course builds on AS adding additional topics such as Big Data, advanced Databases and Object Oriented Programming as well as investigating some AS topics at more depth.

The practical project allows the student demonstrate their ability to solve a problem in a systematic manner. The project forms one piece of the assessment for A2 level which is assessed internally and externally moderated.

A2 is structured as follows: -

Title	Method	Duration	% of A level
Paper 1 – Practical Programming and theoretical knowledge	On screen exam	2 Hours 30 Mins	40
Paper 2 – Theory topics.	Written Exam	2 Hours 30 Mins	40
Project – Practical investigation	Coursework project		20

DESIGN AND TECHNOLOGY

Head of Department: Mr. P.J. Jackson

Exam Board: AQA

Are you thinking of a career in Engineering or Design?

The Product Design course at AS level is an ideal introduction to the practical and design processes that will be required if you intend to study Engineering or Design as a career. It will give a head start at the application process for university, as many are now looking for practical experience. Also you will acquire the basic understanding of the terminology, techniques and experiences for the discipline and show that you are committed to engineering and design as a career. There is a possibility that AS can be taken in Year 13 as well as Year 12. This subject may be taught in association with a group from the High School.

The course specification is designed to enable candidates to study, propose and realise prototype solutions to designing and making opportunities closely linked to the real world of product/system manufacture. A variety of specifications offer candidates opportunities to acquire and demonstrate knowledge and understanding of the world of designing and making and to demonstrate their own technological capabilities through the design and making of quality outcomes. Candidates should be aware of the responsibilities that designers and technologists have to mankind through an understanding of the potentials and hazards inherent in technological advance, change and decision making.

Candidates will be expected to study the following:-

- Identifying opportunities for design and technological activity
- The designing and making of artefacts and products
- Components, as appropriate, within systems - electrical, electronic, mechanical and interfaces.
- Materials technology as appropriate to the production of systems.
- A range of manufacturing methods and their systems of control.
- Social, moral and ethnic dimensions that relate to technological decisions.
- Constraints that economic and ergonomic factors place on designing and making of products and systems.
- Demonstrate knowledge and understanding of technological processes/systems and their implications for designing and making activities.
- Analyse design situations and requirements.
- Propose ideas through a variety of media solutions/prototypes capable of being realised within the coursework framework.
- Design, make, test, evaluate and where appropriate, modify, quality solutions/prototypes to satisfy design needs and examine the implications of industrial production from realised prototypes.
- Demonstrate a sound knowledge of manufacturing technologies and the implications for product/system design and production.
- Demonstrate understanding of those mathematical and scientific concepts that underpin the application of technological design decisions.

- Acquire interest and enthusiasm for the process of meeting design and making challenges by producing quality solutions.
- Provide a sound basis for further study in Design and Technology.

The AS forms 50% of the assessment weighting of the full GCE Advanced. Advanced subsidiary is assessed at a standard between GCSE and GCE Advanced and can be taken as a stand alone specification or as part of the full GCE Advanced course.

Written papers for AS and A2 are divided into two sections:

AS -	section “a”	Generic design based questions
	section “b”	Knowledge and understanding of product materials, system components and their application within products.
A2 -	section “a”	In depth knowledge of products materials, components and systems across the whole specification.
	section “b”	Designing and thinking which will test the ability to solve a design problem

Coursework:-

AS will provide an emphasis on analysis and development of a product.

GCE Advanced will also include the candidate choosing an open-ended task for designing and making.

Exam Board:- AQA Product Design

DRAMA AND THEATRE STUDIES

Head of Department: Mrs S Bruton

Exam Board: Edexcel (8DRO)

"I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."

Albert Einstein

Why do we offer Drama and Theatre Studies at LGS?

Not only does Theatre Studies develop a balanced intellect, it is as the Russell Group attests an excellent platform for training in life and one of its top ten facilitating subjects. Taken in collaboration with a range of other subjects, Theatre Studies actively inspires boys to grow into outgoing and confident adults. The course develops their ability to work within a group and, above all, it hones those techniques that allow a chosen few to present themselves confidently to an audience. Significantly, Theatre Studies requires students to intellectualize theatre. This exploration requires a personal commitment to understanding important moral questions. As a subject, therefore, it perfectly balances the study of any Humanities or English, as well as providing a completely unique learning experience.

What is AS Drama and Theatre Studies?

It is a practical course, which aims to introduce students to all aspects of drama and theatre, as performers, directors, designers and critics. This is a skills based course so much of the teaching aims to develop your understanding of drama and performance, seeking ultimately to create a piece of live theatre through practical work. The course aims to develop your interest in drama and theatre as participants and intellectually informed members of an audience. You will also develop knowledge and understanding of major influences in theatre. Ultimately the AS Drama and Theatre Studies course offers a range of opportunities to develop drama and theatre skills creatively and imaginatively, integrating both theory and practice.

What will I do on the course?

As part of AS Component 1: Exploration and Performance you will realise one key extract from a performance text as a group and a second key extract as a monologue or duologue performance. Those interested in Design can prepare a technical response for the group and a chosen monologue or duologue. Practical drama and theatre activities are at the heart of this unit and we explore challenging texts with intelligence, energy and enthusiasm. Play texts are explored in depth through a range of practical workshops that will give all students the opportunities to be stimulated and achieve to their highest potential. You will complete a portfolio alongside your practical performance work. This can be written evidence, recorded/verbal evidence or a combination of both.

In AS Component 2: Theatre Makers in Practice, the 1 hour 45 minute written examination asks students to undertake the practical exploration and study of performance texts. In Section A of the written examination, students answer one extended question which prompts an evaluation of a live theatre performance and for this we take the students to see a number of theatre performances throughout the year. The focus of the evaluation is on the performance and production values, not the plot or play.

Students enjoy being exposed to a variety of theatrical styles and performances throughout the year as your understanding and appreciation of live theatre develops.

In Section B students answer two extended response questions on how they might interpret and realise an unseen extract in performance from a text they have studied. Students can answer from the perspective of designer or performer. Students will practically explore their complete performance text to consider how theatrical ideas might be realised in performance, they will be taught to consider how theatrical conventions and dramatic elements are taken from page to stage.

More than any other subject this subject encourages personal ownership and independent learning. You will be required to read plays independently and bring to every lesson new ideas to help with the creative process.

What if I decide to go on to A2?

The A2 course contains the same components as AS Drama, and then builds on the strengths you will have developed furthermore students now have a good deal of the responsibility for shaping the performance work that they do. What is exciting about A2 is the personal journey students embark upon. Having learnt how to evaluate and intellectualise theatre, as well as working closely with a director in creating a performance during the AS year, students at A2 have to use this learning to shape their own performance work.

A2 Component 1: Devising is coursework comprising an exploration of dramatic performance. At the heart of this unit is the response to and exploration of a key extract from a performance text and a theatre practitioner as stimuli, and how that will be shaped and developed into an original piece of live theatre. The assessment focus for this unit is based on process through a portfolio which can be; written evidence, verbal/recorded evidence or a combination of these and product (the final performance). We are keen to introduce students to a range of styles completely new to them during this unit, specifically elements of Experimental Theatre.

A2 Component 3: Theatre Makers in Practice is a 2 hour 30 minute written examination. In Sections A and B, students would complete the same examination questions as AS Drama students. A2 students in Section C are then required to answer one extended question on Georg Buchner's incomplete opus *Woyzeck*. Students will demonstrate how their re-imagined concept will communicate ideas to a contemporary audience; and outline how their chosen theatre practitioner has influenced this concept. The focus of Section C is the requirement to see contrast their concept with its original performance conditions.

Is this the right subject for me?

It is relevant to you. Why? The skills it gives you: the ability to rethink, design, reconsider, explore, evaluate, play, empathize, understand and create. It is relevant because stylistically and in terms of subject matter it is always changing and questioning the world we inhabit.

Theatre gives a voice to every generation.

Some people downplay the importance of the creative arts within the academic world of education and the within the 'real' world of work. I couldn't disagree more. Knowledge stands alone. It is applied knowledge which we call intelligence and it is this which makes the world go round. Applied knowledge and intelligence is creative and leads to progress. It is based on IMAGINATION: what if, how could I, what would it be like

if, how could I make that, how could I express that, what would I do if, how would people react if, what would happen if? This is the intelligence, based on imagination, that leads to great scientific discoveries, new products, innovations in fashion and music, exciting journalism ... and theatre.

ECONOMICS

Head of Department: Mr. R.J. Lightfoot

Exam Board: OCR H061/H461

Economics as a Sixth Form subject has existed for over 30 years at LGS where its popularity seems to show no sign of decline. Traditionally it attracts a large number of strong Mathematicians who can employ their strengths in analysing economic data. However it is not meant to be a purely mathematical discipline and the subject area shares common ground and skills that are present in other subjects such as Geography, History and English.

The success of the subject at LGS is best demonstrated by the large numbers of boys who go on to study at degree level where their Economics is of direct benefit to them. Accountancy, Management, Finance and virtually any Social Science will contain an element of Economics at degree level and in addition a sizeable number decide to continue studying the subject itself at many of the top Universities including Cambridge and Oxford. The interdisciplinary nature of the subject means that students from all backgrounds whether Science or Arts would be capable of studying the subject but that those without a genuine strength in Mathematics (i.e. expected to gain no greater than a grade B at GCSE) would be advised not to study the subject but to consider Business Studies that adopts a less theoretical approach involving fewer Mathematical models.

The AS year covers the basic principles of the subject. On the Micro side they will be introduced to the basic tools of Supply and Demand and then apply them to various market situations such as the property market or the labour market. Boys will face essay titles in the first term such as 'How can the government use taxes to solve problems of pollution?' In addition students will consider why the free market fails at times and consider the wider role of the government in the economy. On the Macro side a study of the UK economy will consider key topics such as Unemployment, Inflation, Balance of Payments and Economic Growth from a government policy point of view.

In the A2 year an in depth study of Industry, Finance and the Workplace will partner a detailed look at the Global Economy. One side of this final year will principally focus on understanding and analysing labour market concepts and issues. Leisure industries are considered in terms of models of market structure and the way leisure needs can impact on the supply of labour. The other side provides the conceptual framework for the understanding, analysis, and evaluation of macro-economic performance in national, regional and global contexts. The key topics are comparative economic performance indicators and policies, trade & integration, development & sustainability and the economics of globalisation.

Students are chiefly examined by demonstrating their understanding of economic principles and applying what they have learnt. Analytical and evaluative ability will be the main focus of the testing. Examinations at AS include a mixture of short answer questions and extended response questions based on a data response format. A2 sees the addition of advanced preparation of pre-release material and the introduction of essay questions.

Boys are issued with a core text but are encouraged to read around the subject and to make use of alternative resources such as [tutor2u](http://www.tutor2u.com) and other internet sites.

The subject has a number of attractions that make it worth considering at AS or the full GCE Advanced. Firstly it may broaden an otherwise narrow Advanced level choice of Arts, Science or Language. Secondly it keeps future options open, giving boys an insight into what a degree and a career in any Social Science subject would entail. Although GCE Advanced Economics is not vital to study accountancy, politics, management, etc., the first year of any degree course will have a compulsory economics component which basically mirrors the GCE Advanced course. Finally the subject matter is new to the boys and engenders an enthusiasm and interest they all find refreshing. The study of how human beings organise and decide on key issues that affect their everyday lives is a challenging and relevant subject area for any student.

ENGLISH LITERATURE

Head of Department: Mr. R. M. Hunter

Exam Board: AS Edexcel English Literature (8ETO)
A2 Edexcel English Literature (9ETO)

English at AS and A2 levels is a literature course. It includes the compulsory study of Shakespeare and pre-twentieth century writing in addition to modern works.

At both levels, English is a hospitable subject. It welcomes those who are looking for a manageable third or fourth option as well as those who wish to follow the subject through to degree level. In recent years a number of boys have gone to a variety of universities, including Oxbridge, to continue their English studies. We include Old Loughburian journalists and broadcasters among our recent graduates from English courses in Higher Education. In career terms, therefore, anyone interested in journalism, or related media occupations, should look seriously at this course but English is an excellent general degree as a preparation for any career. Future lawyers will find advanced English studies especially beneficial. Legal judgement is based on linguistic meaning and intent.

Homework will usually come in the form of an essay, but its length may vary considerably. There may be a short commentary passage, or a practice examination answer, critical or literary, of forty-five minutes or one hour. The balance of these and other kinds of essay will be arrived at within individual teaching sets, but it is fair to say that students will be required to produce something in writing for each of their teachers once a fortnight.

The goal of this course is to develop an active critical response to ideas and literary techniques and the students who most enjoy it and ultimately achieve best, are those who engage in debate and contribute to discussion. The nature of the texts studied makes immediate demands upon your imagination and opinions. In the first term of the course you will find yourself exploring the concept of tragedy through a play by Shakespeare and another text, modern or classical. The emphasis will be on your analytical ability and independent thought. There are no right answers; vigorous intellectual exchange informs everything we do.

To sum up, the following dos and don'ts may help:

DO consider ENGLISH if you are contemplating a career in journalism, other media or the law.

DO consider ENGLISH if you are interested in words and their most memorable and powerful expression.

DO consider ENGLISH if you welcome lively debate and the freedom to express and defend your interpretations in an atmosphere where the 'right' and 'wrong' answers have not yet been invented.

DON'T consider this subject if you are not prepared to read critically and to defend your ideas.

FOOD, NUTRITION AND HEALTH

Head of Department: Mrs. M. Reilly

“It is good food and not fine words that keep me alive” (Moliere)

Exam Board:

If you choose to study Food, Nutrition and Health

- You will have the opportunity to develop an understanding of a variety of issues including nutrition, food production, food hygiene and social and environmental issues which affect the individual, the family and society
- You will have the opportunity to be creative with food through practical activities

Because the AS/A2 course is so varied in content, it will be an asset to all types of students. It complements and contrasts with many subjects and leads to a wide range of possible career and higher education opportunities. It supports applications for a wide range of university courses which include nutrition and dietetics, sports science, medicine, food science, food marketing, product development and business

Type of work undertaken

- Reading
- Discussion
- Data analysis
- Research, both quantitative and qualitative
- Sensory analysis and comparative work
- Nutritional analysis
- Short answer questions and essays
- Practical work

The Advanced Subsidiary GCE is both a ‘stand-alone’ qualification and also the first half of the corresponding advanced GCE

AS Unit G001: Society and Health

Society and Health is an externally assessed unit and includes health, social and environmental issues, family and society and demography

AS Unit G002: Resource Management

Resource Management is an externally assessed unit and includes food safety and hygiene, food provision and preparation, financial awareness and retailing

The A2 GCE consists of two further units which make up the remaining 50%
These two units are:

A2 Unit G003: Investigative Study

The study is an internally assessed coursework unit and is of an investigative nature. Candidates select their own content and develop their own research to include some practical work

A2 Unit G004: Nutrition and Food Production

Nutrition and Food Production is an externally assessed unit and includes nutrients and energy, properties of food, dietary needs and development and production of food products

You do not have to have studied food and nutrition at GCSE

GEOGRAPHY

Head of Department: Mr. M.D. Butcher

Exam Board: Cambridge International AS and A Level (9696)

Is Geography for me?

The world's current issues from a global to a local scale boil down to Geography and we need the geographers of today to help understand them: global warming as it affects countries and regions, the impact and management of natural disasters, food and energy security, the degradation of land and soils, the spread of disease, the causes and consequences of migration, and the impacts of economic change on places and communities. With a diverse global perspective, geographers are well placed to contribute to the scientific and political debate about the causes, implications and solutions in these areas.

A degree in Geography can provide highly rewarded careers in sectors which are traditionally short skilled. Opportunities are very diverse including environmental law, engineering, geoscience or investment banking within multi-national companies like PriceWaterhouseCoopers, AMEC, Atkins, London Metal Group and Royal Dutch Shell. Career progression is well documented and the opportunity for international travel is likely with typical salaries for new graduates ranging from £29,000 to £50,000 and senior geoscientists or commodities analysts earning over £90,000.

The syllabus content and our approach to teaching are designed to challenge and engage boys, encouraging them to think independently, to develop a thirst for knowledge and a genuine passion for the subject. The teaching of geographical techniques and practical fieldwork equips pupils with essential transferrable skills that are required for successful undergraduate study in any subject: analysis, communication, numeracy, presentation, problem solving, and report writing. The course builds upon the solid foundation of knowledge and skills derived from the Cambridge iGCSE course, through its study of dynamic themes, which are rooted in an understanding of physical processes and contemporary issues.

It is not a pre-requisite that you should have studied Geography at GCSE in order to take Geography at A Level; A grades have in fact been achieved by hard working pupils without a GCSE background in the subject. The popularity and success of Geography is reflected in strong numbers (70+) taking A level in the recent years as well as the increasing amount of boys that have chosen to read the subject at universities including Cambridge, Bristol, Manchester and Leeds.

A level Geography is highly regarded by academic institutions as a key facilitating subject; its rigorous academic and interdisciplinary nature render it a highly relevant subject in its own right and the synoptic nature of the material studied makes it an ideal choice to complement any science and or art subject at AS/A2 level.

Syllabus content

AS Compulsory core topics:

Physical Core:

- Hydrology and river geomorphology; Atmosphere and weather; Rocks and weathering.

Human Core:

- Population; Migration; Settlement dynamics.

A2 Option topics:

Two advanced physical options will be studied from:

- Tropical environments; Coastal environments; Hazardous environments (earthquakes, volcanoes, rivers, coastal and atmospheric hazards); Arid and semi-arid environments.

Two advanced human options will be studied from:

- Production, location and change, Environmental management; Global interdependence; Economic transition.

Assessment is through a combination of structured questions and extended writing which is based around a variety of resources, complementary case studies and geographical skills.

There will be a number of exciting fieldwork opportunities during Year 12 and 13, which will greatly enhance your understanding of the material, develop skills in geographical enquiry, decision-making and evaluation. A compulsory three-day residential field course to North Yorkshire will be focused on themes including rivers, coasts, geological processes and settlement. There will also be a number of day visits with themes based on tourism, coastal management and the globalisation of industrial activity.

The department is currently thriving with a wide selection of extra-curricular activities and trips on offer, including a Senior Geography Society, Eco Club, Oxbridge essay competitions, exam-specific conferences and the Royal Geographical Society's Young Geographer of the Year award. Two boys have achieved first and second place in this prestigious national competition in consecutive years (2013 & 2014). In 2013 we launched a very successful field trip to Copenhagen and Malmö to study sustainable management issues and a 5-day excursion to Iceland in Easter 2017 will enable boys to experience the land of fire and ice – exploring geothermal geysers, the Mid-Atlantic Ridge and walking on a glacier.

How will Geography help you?

- Understand the physical processes and the dynamic nature of environments that change over time and place, including the causes and effects of natural hazards and the way humans respond.
- Assimilate the core geographical concepts that govern our understanding of both physical and human environments, as well as environmental impact, management and sustainability.
- Examine the factors that produce the world's diverse pattern of human environments, including contemporary current affairs and issues including population change, geopolitics and health.
- Understand the economic forces that drive the world economy and how are they changing.
- Consider the use and management of resources and examine who makes the decisions.
- Know how to plan, carry out and produce a report on a fieldwork investigation based on the collection of primary and secondary evidence.
- Learn how to work collaboratively as part of a group in investigating a topic in the field.

A Level Option Choices

- Develop the ability to make synoptic links across a wide variety of topics within Geography and other subjects.
- Developing key skills: analysis, communication, numeracy, presentation, problem solving, and report writing that will be valuable for any degree and future job prospects.

Please contact Mr. Butcher m.butcher@lesgrammar.org or any other member of the Geography Department with any questions or to find about more about the contents of the specification.

HISTORY

Head of Department: Mr. C.W. Blackman

"We cannot understand what we are until we understand what we have been"
Walter Ullmann

Exam Board: AQA

If, for the pure historian it is sufficient to explore the past because of its intrinsic fascination, there are many other reasons which make the study of History at A-Level thoroughly worthwhile. Professor Ullmann, for example, suggests we can only understand society today if we know how that society has come to be. He is also saying that we understand ourselves, as individuals, better through seeing how others like us have acted in the past.

Practically, the study of History develops skills which can be used in many other contexts. You will learn how to process information, how to take into account different points of view, how to accept ambiguity and, hence, the quality of tolerance. A-Level History students develop the ability to read quickly and effectively, think deeply about a subject, develop cogent arguments and communicate clearly. Perhaps, above all, you will learn how to approach and solve intellectual problems independently, with no need to rely upon others. Historians are well-prepared for employment, with particularly good writing skills, that transfer easily into a variety of career paths.

A degree in History opens the door to a range of jobs in the media, business, politics, law and even espionage. Sebastian Coe, Gordon Brown, Douglas Hurd, Sacha Baron-Cohen, Michael Palin, Melvyn Bragg, Mike Atherton, Jonathan Ross, the ex-head of MI6 John Scarlett, Louis Theroux, Michael Mansfield QC, Salman Rushdie, Sir Howard Stringer, chairman of Sony, and the late Sir Roland Smith, director of the Bank of England, are examples of an impressive number of History graduates who have gone on to become leading personalities in modern-day Britain.

History is a subject for the intellectually curious. If you have a lively, questioning mind which prefers to challenge rather than tamely to accept what your teachers say and what you read, then it is the subject for you.

Why is History increasingly popular at LGS?

The History Department is a thriving and dynamic department staffed with excellent teachers with excellent degrees. We currently have 90 boys studying History in the Sixth Form and LGS boys are increasingly deciding to read History at degree level. You need not have taken History GCSE in order to choose the A-Level, or in order to excel. Some of our strongest pupils of recent years joined us in Year 12 and still achieved A*/A at A-level.

Three options are followed by all boys at A-level. Spain 1469-1598, The Wars of the Roses 1450-1499 and for coursework in Year 13, The Italian Renaissance 1380-1520. We generally have a non-twentieth century policy for A-Level. This may seem daunting at first. However, boys soon realise the benefit of this approach and are soon fully engrossed in the unusual and inspiring courses we offer. Moreover, we have been praised

by a great number of university entrance tutors who appreciate the fact that LGS boys applying to Oxbridge and other leading universities do not fill their personal statements with the same old references to Hitler and Stalin, and at interview can impress with medieval evidence. In recent years a number of boys have gained places at Oxford and Cambridge to read History as well as other leading seats of learning such as Durham, Bristol, York and the colleges of the University of London.

History at LGS also has a thriving and vibrant extra-curricular side. We run Senior History Society (joint with LHS) on Monday lunch and Extension History (for aspiring History university entrants) on Tuesday lunch. Moreover, boys are encouraged to enter essay prizes run by Oxbridge colleges and other institutions, debating competitions run by the Historical Association and schemes such as the Lessons from Auschwitz initiative. We also run a 4-day trip to Florence in October half-term (Year 13) to help the boys get a full grasp of the magnificence of the Italian Renaissance.

If you wish to know anything more about History please see Mr. Blackman or contact him at c.blackman@lesgrammar.org or see any other member of the History staff.

HISTORY OF ART (delivered at OLCS)

How did the Ancient Greeks create such lifelike sculptures?

Who was the Mona Lisa and why is she so famous?

Why was a painting of a nude woman at a picnic so scandalous?

Who was described as ‘only an eye, but what an eye!’?

Why was Picasso so important to 20th century Art?

For the answers to all of these questions and many more; study the History of Art! The attention given to art and artists in the media is a clue to its importance and power in our modern day society. Paintings sell for millions of pounds, buildings grab the headlines, fashion delights and beguiles us, films influence and entertain us. We make choices every day based on our visual judgement. These choices are influenced by our culture and background – the hundreds of years of art history from the Egyptians, Greeks and Romans to Modern and Postmodern eras permeate our society and inform those choices. The exciting thing is that art is ever-changing and evolving, always reacting and responding to what went before. There will be opportunities to visit the major Art Centres of the world: Paris, New York and London to see works at first hand.



MATHEMATICS AND FURTHER MATHEMATICS

Head of Department: Dr C.J. Luke

Exam Board: Edexcel (9371 & 9372)

Why study Maths?

There are a number of good answers to this question. First, is the intrinsic pleasure the subject offers: the challenge of solving really knotty problems. The pleasure one derives from recognising the way into a once seemingly intractable problem. See the problem in the right way and the difficulties dissolve. Second, the aesthetic pleasure one can derive from maths should not be underestimated. Whether it is the influence of mathematics on artists or the more refined aesthetic pleasure derived from the perception of order, harmony and truth that the subject uniquely offers, this spiritual aspect of the subject is an important motivating factor. Third, maths offers a “golden road” to the understanding of reality. Galileo said that the language of nature is mathematics, and we could add that it underpins all of the modern technological society we live in – whether it is Google’s *Pagerank* algorithm, understanding the stresses in an aircraft wing, or coding the music we listen to into MP3 files. Many subjects – notably the sciences and computing but also economics and medicine – require a good standard of mathematics in order to properly appreciate them. Mathematics offers support to many other subjects at A-level and beyond. Of course, mathematics at A-level is well recognised by universities and employers as a universal badge of intelligence. People who can do maths are seen by many employers as people in possession of the kind of problem solving skills that are all too rare in the world of employment. This is reflected in the fact that both mathematics and further mathematics have been named by the Russell Group of leading universities as “facilitating subjects” – subjects that admissions tutors like to see among an applicant’s list of A-levels. Even if you choose the subject because of its importance to other subjects, the chances are that you will develop some intrinsic affinity for the subject in time.

Who studies Maths A-level at LGS?

Each year about 80 boys choose to start AS maths. These are boys who have generally received a good grade A or better at iGCSE – typically they will have scored in excess of 75% in their iGCSE exams. They are boys who will have developed robust algebraic skills, and they will be comfortable with analysing problems logically. Another 25 to 30 boys do further maths. This offers the chance to go much deeper into the subject and broader too, covering many more applied maths topics as well as topics in pure maths. Anyone who is seriously considering applying to Cambridge or Oxford to study maths, natural sciences or physics, engineering or even medicine should be considering doing further maths for A-level. In recent years a growing number of boys who had opted for single maths do extra modules in year 13 to also gain an AS-level qualification in further maths.

Why are A-level Maths and further Maths increasingly popular at LGS?

The Maths Department is easily the biggest in the school with 14 teachers and two hundred boys studying one of the subjects at A-level. Many boys do well at iGCSE and this success continues at A-level, where regularly over 70% of single maths candidates gain either A or A* at A-level. Our success in further maths is, if anything, even further pronounced. Here often over 80% of candidates achieve an A or A*.

What is the structure of the A-level Maths?

Two thirds of A-level mathematics comprises of pure maths, so-called core modules, which everyone must complete. To complement these some areas of applied maths are studied too. First, mechanics is covered in year 12. This is the theoretical underpinning of engineering and of many branches of physics. Probability and statistics are studied in year 13. This will be of interest to those boys who want to study medicine or the social sciences. Three modules are completed in year 12 and another three in year 13, and boys typically receive 10 periods of maths per week from two different teachers.

A-level further maths leads to a double qualification: not only does one get a further maths A-level, but also one in single maths. Even more pure maths is studied, which is why it is very desirable to do this subject if one wants to pursue a degree in a mathematical sciences subject at university. More applied maths is also studied: more mechanics, more probability and statistics, and also the very interesting area of decision maths – maths which underpins computer science. A further maths candidate will do six modules in year 12 and a further six or seven the following year. He will have 18 periods of maths per week with three different teachers.

MODERN LANGUAGES

Head of Department: Mr. M.M. Jackson

Exam Board: AQA

The syllabus is a wide and challenging one, and therefore will appeal to those who have already demonstrated an aptitude for, and a deep interest in, language study at GCSE level. In Languages A level work, as in many A level courses, research and preparation is carried out in your own time. Although some 'bridging' work will be carried out in the first term, it will be assumed that you can handle verbs in all the tenses required for GCSE and that your grammar is accurately known. However, success at GCSE is not enough to guarantee a high grade at AS/A level and therefore you will need to have a real thirst for knowledge and a voracious appetite for learning. Please discuss your language options with your teacher or the Head of Department.

Apart from formal classes, you will be expected to work with the language assistant once a week and to do independent research whenever you can. There will be classes in the language laboratories, and you will have the excellent opportunity of accessing Kerboodle, the on-line component of the course, in the digital language laboratory. The courses we are following in French, German and Spanish – AQA new specification – and their new text books, have an on-line component which demands much work in class and at home.

At AS level, pupils will be required to deepen their skills in speaking, listening, reading and writing. The AS examination takes place at the end of Year 12. Please note that this is a standalone exam; it is our intention that all candidates will sit this exam. There is therefore a relatively short time in which to acquire a great deal of knowledge about the French, German and Spanish speaking worlds, their institutions, traditions and present-day position in Europe and the wider world. Some exercises and tests will require knowledge of the contemporary society you are studying, hence the need for a certain amount of reading on your part. Naturally, detailed advice will be given on study skills and where to look for the information you will need.

The AS examination is as follows:

French (7651)

Unit 1: Listening, reading and writing: - Aspects of French-speaking society: current trends, Artistic culture in the French-speaking world, Grammar (1 hour 45 minutes/ 40% of AS).

Unit 2: Writing: - One text or one film from the lists in the specification (1 hour 15 minutes/ 30% of AS)

Unit 3: Speaking- (12-14 minutes/ 30% of AS)

German (7662)

Unit 1: Listening, reading and writing: - Aspects of German-speaking society: Artistic culture in the German-speaking world, Grammar (1 hour 45 minutes/ 40% of AS).

Unit 2: Writing: - One text or one film from the lists in the specification (1 hour 15 minutes/ 30% of AS)

Unit 3: Speaking- (12-14 minutes/ 30% of AS)

Spanish (7691)

Unit 1: Listening, reading and writing: - Aspects of Hispanic-speaking society: Artistic culture in the Hispanic world, Grammar (1 hour 45 minutes/ 40% of AS).

Unit 2: Writing: - One text or one film from the lists in the specification (1 hour 15 minutes/ 30% of AS)

Unit 3: Speaking- (12-14 minutes/ 30% of AS)

At full A level, we continue with the AQA syllabus. Different topics will be studied (such as artistic and political culture, current trends and issues for the respective languages of that country), whilst two texts or one text and a film from the lists in the specification will be studied in depth. The speaking exam will require candidates to prepare a topic of their choice which will be discussed during the exam

The A level examination is as follows:

French (7652)

Unit 1: Listening, reading and writing: - Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world, Grammar (2 hours 30 minutes/ 40% of A level).

Unit 2: Writing: - Two texts or one text and a film from the lists in the specification (2 hours/ 30% of A level).

Unit 3: Speaking: - Individual research project and a discussion on a topic from one of the four sub-themes (21-23 minutes/ 30% of A level).

German (7662)

Unit 1: Listening, reading and writing: - Aspects of German-speaking society, Artistic culture in the German-speaking world, Multiculturalism in German-speaking society, Aspects of political life in German-speaking society, Grammar (2 hours 30 minutes/ 40% of A level).

Unit 2: Writing: - Two texts or one text and a film from the lists in the specification (2 hours/ 30% of A level).

Unit 3: Speaking: - Individual research project and a discussion on a topic from one of the four sub-themes (21-23 minutes/ 30% of A level).

Spanish (7692)

Unit 1: Listening, reading and writing: - Aspects of Hispanic society, Artistic culture in the Hispanic world, Multiculturalism in Hispanic society, Aspects of political life in Hispanic society, Grammar (2 hours 30 minutes/ 40% of A level).

Unit 2: Writing: - Two texts or one text and a film from the lists in the specification (2 hours/ 30% of A level).

Unit 3: Speaking: - Individual research project and a discussion on a topic from one of the four sub-themes (21-23 minutes/ 30% of A level).

For those of you thinking about Modern Languages at Oxford or Cambridge, a series of extra classes may be arranged in Terms 3 and 4 of your Sixth Form course, so that wider reading can be undertaken, as entry is extremely competitive. We recommend close discussion with your teachers if you are considering this option.

You will find that the relationship with Sixth Form teachers will be a close professional one, and you will be invited to use the Cope Building and Library as your learning headquarters. While we can 'teach' you the course, as it were, it will be up to you to acquire all the lexical and grammatical items you will need for linguistic and examination success. No dictionaries will be allowed in external examinations throughout your course, but may be needed in lessons.

Our main text books will be the Nelson-Thornes books for AQA AS and A2 level, but a copious range of other resources will also be made available. We organise trips abroad and A level conferences closer to home, and we provide newspapers, magazines and DVDs in the target languages.

The Modern Languages building provides unrivalled facilities for teaching and learning. There is also a dedicated Sixth Form classroom in the Cope Building, C4, which is equipped with computers to provide facilities for you to access Kerboodle, the on-line component of the new courses.

MUSIC

Head of Senior Curriculum Music: Dr P.J. Underwood

Exam. board: Undecided

The value of Music as a qualification at the end of a sixth-form course of study is recognised by universities and employers as evidence of training that encourages individual students to communicate effectively, to express themselves accurately and individually in a variety of ways, and to develop the degree of self-discipline necessary to achieve a high standard of instrumental performing ability. Employers in today's world need people who can transfer these creative skills to the complex and inventive world of work. As with any sixth-form course, study of Music will sharpen intellect, deepen knowledge and practical skills, and encourage a serious and independent approach to study.

At the time of writing, only one specification for the post-2016 A-level Music course has been accredited, and we are awaiting accreditation of a range of courses before deciding which would be most suited to our candidates. We shall be considering the Cambridge Pre-U examination and International A-level in Music (Cambridge International Examinations) in addition to courses offered by the current UK awarding bodies.

It is likely that most courses will follow the traditional pattern of assessment in the three areas of performing, composing and listening/appraising (related to historical study of music), and that new courses will be similar to the current A-level pattern, which is given below, for information.

SPECIFICATION STRUCTURE (current A-level Music course)

The Music syllabus offers six assessments units. Candidates for AS Music take units 1, 2 and 3; candidates for A2 Music take units 4, 5 and 6.

AS units

1. Performing Music 1 (20%)
2. Composing 1 (15%)
3. Introduction to Historical Study in Music (15%)

A2 units

4. Performing Music 2: Interpretation (20%)
5. Composing 2 (15%)
6. Historical and Analytical Studies in Music (15%)

Pupils who already take part in school music groups and have reached approximately Grade 5 standard by the end of GCSE course will be able to gain good marks in the AS and A2 Performing units. The AS unit involves a solo recital (12 minutes' maximum length) and a brief discussion about the performance with the Examiner, while at A2 the recital is 12-15 minutes long and pupils are required to demonstrate their understanding of aspects of interpretation in relation to the pieces performed as part of a supplementary extended discussion with the Examiner immediately after the recital. Performing is assessed by a visiting Examiner in March.

Composing units at both AS and A2 levels allow pupils to submit individual original compositions at the end of the course, together with exercises worked over the course to set time limits (e.g. tasks such as adding a

bass part to a given melody at AS level, or adding a piano accompaniment to a song melody at A2 level). Composing is assessed internally by A-level tutors and moderated by the examining board.

The units relating to historical study are based on prepared listening papers and examined by means of a listening paper at the end of each course. Prescribed orchestral and jazz repertoire (three short works from each) is studied at AS level, and two broader historical music topics at A2 level. Both papers are marked externally and candidates have control of individual CD recordings, allowing them to replay music as many times as they wish during the examination session.

Numbers taking Music at both GCSE and Advanced-level have increased significantly in recent years as many students have recognised the potential value of a qualification in the subject. A recent survey undertaken by leading accountants KPMG* confirmed the music industry as the country's third largest export earner, contributing around £3.2 billion to the UK economy in 1997 and generating around 130,000 full-time jobs.

The A-level Music specification aims to build upon the work of GCSE courses while maintaining an appropriately high standard of achievement. The qualification (validated by OCR) is accepted by all universities and the courses are intended to appeal to all pupils who wish to pursue musical studies in the sixth form. They are equally suitable for pupils who intend to continue music studies at university or college, and for those who wish to extend their understanding and appreciation of music for its intrinsic value and interest or for the pleasure they derive from it.

In addition, we offer **MUSIC TECHNOLOGY** at A level. For more information please contact the Director of the Loughborough Endowed Schools Music School, Mr R. West: r.west@lesmusic.org

* *A Sound Performance: The economic value of music to the United Kingdom* (KPMG & National Music Council, London, July 1999)

PHYSICAL EDUCATION

Coordinator of Academic Physical Education: Dr P.R. Rhodes

Exam Board: OCR (unit HI555)

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide ranging knowledge into the how and why of Physical activity and sport.

The combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study improve your performance or coaching through application of the theory.

Physical Education is studied through a range of different contexts and the impact it has on both ours and other's everyday lives. You will learn the reasons why we do things, why some people out perform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having in and on physical activity and sport.

How is A Level PE delivered at LGS?

At LGS, A-level Physical Education will be delivered alongside other schools within the LES sixth form.

A-level PE is an applied course in the context of sport. Both the AS & A-level are broken into 4 sections- three theory units (Physiology 30%, Psychology 20%, Sociology 20%) and one practical, the Non-Exam Assessment (NEA- 30%). The NEA is further broken into 2 sections- assessment of performance or coaching (15%) and Evaluation & Analysis of Performance Investigation (EAPI- 15%). This course requires students to be regularly competing in their chosen sport. While the content is naturally highly engaging, it is equally academically rigorous, with the 3 theory sections incorporating A-level Biology, Psychology & Sociology. We therefore strongly advise that candidates are studying at least one of these subjects alongside PE, while sound literacy & numeracy skills will also be essential.

Where can A Level Physical Education take me?

A Level Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

A Level Physical Education can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, personal training or becoming one of the next generation of PE teachers. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

At LGS, A-level Physical Education will be delivered alongside other schools within the LES sixth form.

A Level Option Choices

A-level PE is an applied course in the context of sport. Both the AS & A-level are broken into 4 sections- three theory units (Physiology 30%, Psychology 20%, Sociology 20%) and one practical, the Non-Exam Assessment (NEA- 30%). The NEA is further broken into 2 sections- assessment of performance or coaching (15%) and Evaluation & Analysis of Performance Investigation (EAPI- 15%). This course requires students to be regularly competing in their chosen sport. While the content is naturally highly engaging, it is equally academically rigorous, with the 3 theory sections incorporating A-level Biology, Psychology & Sociology. We therefore strongly advise that candidates are studying at least one of these subjects alongside PE, while sound literacy & numeracy skills will also be essential.

If you have any questions, please speak to Dr Rhodes or email him at p.rhodes@lesgrammar.org

PHYSICS

Head of Department: Mr. G.J. Kerr

Exam Board: AQA 7408

Physics investigates the world around us, from the smallest particles within the atom to the limits of the cosmos, and aims to develop a coherent understanding of the whole universe. Engineers use this knowledge to build the structures and devices that have revolutionised our lives. Both of these approaches to the subject feature in the AS and A2 courses of the AQA Examination Board.

The study of Physics develops many valuable skills: you will learn how to observe and describe situations and events precisely, collect reliable data, construct models to explain the observations, draw logical conclusions and make sound recommendations based upon the evidence. These transferable skills will be vital in your subsequent career, whatever the field.

Physics opens up a wide range of careers. If you wish to use the subject at the highest level then, in combination with Mathematics, you will find opportunities in pure scientific research and in Engineering, where each branch offers its own challenges in research, development and production. Physics, along with Chemistry and Mathematics, is often chosen by an intending Physicist/Engineer. For those of you with managerial ambitions, foreign languages, Economics or Business Studies are ideal choices to accompany Physics. With Chemistry, Physics is a sound foundation for medical, dental and veterinary studies. For many Arts students, it serves to broaden your analytical skills.

The AS course follows on seamlessly from your GCSE studies, consolidating your existing knowledge by adding simple equations and calculations. Sound backgrounds in both GCSE Physics and Mathematics are essential. If you intend to study Physics or Engineering at university, you should include Mathematics amongst your A2 choices, adding Further Mathematics if you are aiming for the most prestigious institutions.

The subject is intellectually stimulating and challenging as you discover new concepts to explain the world around you, but this should be no hurdle if you tackle your work with steady determination and good study skills. The regular tasks include reading, making notes and solving problems. The practical work in the laboratory is chosen to illustrate the topics that you are studying and to develop your proficiency as an experimental scientist. More sophisticated apparatus, high quality dataloggers and software for computer analysis of results have been acquired recently for use in the Sixth Form.

This course will be examined by three written papers at the end of the two years.

POLITICS

Head of Department: Mr. M. I. Dawkins

Exam Board: Edexcel

What is Politics?

Politics is an exciting subject. It can be of no surprise therefore to read that we, the teachers that teach it, are biased in thinking it offers students very special attractions. It is a subject that has significance for all our lives. Each morning its complex canvas unfolds with daily papers and broadcast news; by evening new details are painted in and the scene is subtly, sometimes dramatically changed. Politics is unpredictable, dynamic, it affects us, it is about us. In one sense the canvas is us; a projection of ourselves and our aspirations, a measure of our ability to live together. Politics is arguably the most important focus of study on the human condition.

Most of us assume we live in a democracy and that our government is chosen *by us*, the people, to govern *for us*, the people, on the basis of winning a majority of the popular vote. However, did you know that only 36.7% of the electorate actually voted for the party currently in power; which in effect means that we are governed (quite legally) by a party that only 23% of those eligible to vote actually voted for. Yes, the Conservatives maybe in power now without a coalition with the Liberal Democrats, but their victory is based upon just over half of one percent of their 2010 election result – hardly a ringing mandate one could argue? Such insights are integral to the study of Politics and you will learn how to understand such anomalies and critically assess how and why we are governed in the UK the way we are.

Politics at A Level

This is an exciting time to study Politics given your year group will be the first to study the new A-Level specification beginning this year. It is taught coeducationally with LHS and OLCS providing students with a stimulating course of study in a mature environment that will well equip students for their examinations and the demands of university.

There are no preconditions for studying it at A-level, but students need to be aware that they will be expected to read widely and have an interest in current affairs. Methodologically Politics is akin to subjects like History, therefore good analytical and prose-based skills are necessary for what is a challenging but ultimately very rewarding course. A strong performance in humanities-based subjects at GCSE is an advantage.

Politics is beneficial to any combination of study at A-level (and later university aspirations) and for wider understandings of the country almost all of us will inhabit for the rest of our lives.

AS Politics

The focus for your first year study will include topic such as: Democracy in the UK; Voting Behaviour; Political Parties; the Institutions of Government (Parliament, Supreme Court and Prime Minister). In

In addition to topics on UK government and governance, this year topics focusing upon the EU and devolution of power within the UK have been added to the specification, which is timely post-Brexit.

A-Level Politics

At A-Level level focus shifts to a study of the American political system. We live in an era that the political historian Walter Lafeber correctly describes as ‘*The American Age*’, consequently an understanding of US government and politics is increasingly relevant given the links between domestic US policies, UK politics and current world events. A fascinating new addition to the course will be the study of political ideology, which will include exploration of key underlying theories to the discipline, for example conservatism, liberalism and socialism.

Where can Politics take me?

Politics appeals to the intellectually curious and has a long pedigree as an A-level that facilitates access to Oxbridge, Russell Group and all of the other excellent universities that LGS students routinely secure places at (including an LGS first at Harvard University, USA). Politics is useful for students who plan to study anything from History to Medicine - or indeed the good number of our students go on to study Politics in and of itself.

An A Level, or even degree, in Politics is incredibly versatile. In the longer term Politics will also prepare you for many forms of employment, given that you will gain analytical and practical skills that are invaluable in a contemporary competitive employment market. Occupations that view Politics as being a real asset include: researchers, broadcasters, journalists, local government officers, civil servants, pollsters, lobbyists, teachers, lawyers, financiers & bankers, the health service, public relations, the police and military, management training, advertising and a wide range of business opportunities. ... According to the Higher Education Statistics Agency, “social science graduates are more likely to be in paid employment than arts or science graduates.”

Subject Enrichment

As students of Politics you will automatically become members of the *Politics Society*, which has one founding aim – to enrich our knowledge and passion for this subject. The *Society* meets fortnightly and is organised and chaired by the students themselves. Thus far it has organised a series of debates reflecting current affairs, the *Alternative* General Election of May 2015 and the *Alternative* EU Referendum 2016. Additionally, it has organised various trips to the Cinema to see subject related films. The *Society* is also responsible for inviting numerous visitors (MPs, a US Congressman, academics etc.) into school. In addition to which the Department also organises an annual trip to Oxford for a Politics students’ national conference, an annual tour of the Houses of Parliament and Supreme Court, as well as a bi-annual trip to Washington, Philadelphia and New York in support of the USA course.

For further information about this subject, feel free to contact Mr Dawkins (m.dawkins@lesgrammar.org), or Miss Jenkins (s.jenkins@lesgrammar.org).

PSYCHOLOGY (taught at LHS)

Head of Department: Mrs A. Kenyon

Psychology is the scientific study of people, the mind, behaviour and experience. It is a thriving academic discipline with the opportunity to explore key features of everyday life that are of direct relevance. Psychologists and psychological research have a big impact on all aspects of public life, particularly in areas such as education, health, the economy, industry, and the criminal justice system. Students studying psychology will learn to assess and analyse research evidence for its credibility and to consider how usefully the research and results can be applied to change behaviour in a practical way

Skills required

- A genuine interest in human behaviour
- An ability to learn and critically evaluate theories and studies
- Confidence in using maths – statistics is an important part of the course

Teaching and learning methods

Each group is taught by two members of staff. The lessons will involve elements of theory and practical work. Psychology is taught using a variety of enjoyable active learning techniques including mini experiments and observations. You will be expected to revise for tests at the end of each topic and be able to apply your knowledge in short structured questions as well as longer essay style questions. You should be prepared to read around the subjects in order to develop your knowledge further.

Complementary subjects

Psychology is a useful addition to many pupils' A level portfolio. It requires both essay writing skills and the evaluation of scientific evidence, including the analysis of statistical data. To be honest, psychology goes well with any subject. It complements both science and arts subjects.

University courses and careers

Psychology offers an ideal introduction for those interested in studying psychology at degree level. It also supports applications for almost any science based degree course and an equally wide range of humanities courses. Studying psychology develops transferable and key skills that employers are looking for and can lead to a wide range of career opportunities in many areas including health and caring professions, management, education, criminology, marketing and advertising.

Essential course information

Specification: AQA Psychology

AS Unit 1- Introductory topics in psychology

Social influence (conformity and obedience), memory (types, forgetting and eyewitness testimony), attachment (child development)

AS Unit 2- Psychology in context

Psychological concepts, theory and research, biopsychology, psychopathology (abnormality – phobias, depression and OCD),

A Level will include the compulsory content above plus unit 3 which includes relationships, schizophrenia and forensic psychology.

RELIGIOUS STUDIES

A Level Religious Studies

Head of Department: The Rev'd. D. Owen

What Religious Studies has to offer students:

Religious Studies encourages freedom of thought, but not without rigour and discipline; the questioning of assumptions, and a respect for the ideas of great thinkers. After being taught how to cope with philosophical concepts, you should approach all of your future studies, in this subject and others, with confidence and understanding. As well as providing you with a much sought-after qualification, it will challenge you in ways that no other subject can.

You need **not** have taken the GCSE in RS in order to do the A-Level course. Some of our strongest pupils of recent years only realised their interest in the subject while doing other GCSEs, and joined us only in Year 12, but still went on to do well.

One of the major revisions is a move away from having a separate AS level upon which one can build on in the later A2. (This is true of all the new A Levels). This is one of the areas that is still being decided, but suffice it so say that it should be possible to drop the subject at the end of the lower sixth year and still gain an AS qualification. However, most candidates choose to continue with this subject through to the full A Level anyway.

None of the A Level courses on offer have, as yet, been approved by the authorities, and so the material in this entry is subject to change. However, we have been informed that any changes will be minor.



GCE A LEVEL in RELIGIOUS STUDIES

SUMMARY OF ASSESSMENT

Students study *THREE* components.

Component 1: A Study of Religion

Written examination: 2 hours

33⅓% of qualification

Option A: Christianity

There are four themes:

1. religious figures and sacred texts;

2. religious concepts and religious life;
3. significant social and historical developments in religious thought;
4. religious practices and religious identity.

Students are expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component. Questions can be taken from any area of the specification.

Component 2: Philosophy of Religion

Written examination: 2 hours

33⅓% of qualification

There will be four themes within this component:

1. arguments for the existence of God;
2. challenges to religious belief;
3. religious experience;
4. religious language.

Students are expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component. Questions can be taken from any area of the specification.

Component 3: Religion and Ethics

Written examination: 2 hours

33⅓% of qualification

There are four themes within this component:

1. ethical thought;
2. deontological ethics;
3. teleological ethics;
4. determinism and free will.

Students are expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component. Questions can be taken from any area of the specification.

This linear qualification will be available in May/June each year. It will be awarded for the first time in summer 2018.

After A Levels?

Of course, this A-Level prepares pupils well for undergraduate study in Philosophy, Theology and Religious Studies. Pupils in the past have taken these options at Oxford, St. Andrews, Nottingham, and elsewhere.

Many students have also used the A-Level in Religious Studies to complement quite different subjects, and for different career paths, which means that you will be able to keep your options open. They have gone on to study English, History and Classics at Durham, Business Management at Warwick, History at St. Andrews, Journalism at Preston, and Psychology at Bristol. Pupils around the country have used this subject for a career in medicine, supported by the study of ethics; and law, because of the emphasis on the close reading of texts and thinking critically.

If you have any further questions about this course, feel free to ask any member of the Religion and Philosophy Department.

D R Owen

September 2016

SOCIOLOGY (delivered at OLCS)

Sociology is the study of society, the people within it and their behaviour. The course provides students with an understanding of sociological theories such as Feminism and Marxism and the application of these theories to everyday issues. Students will consider a range of topics such as the current education system, the changing nature of families and whether religious beliefs are still significant in today's society. This is an interesting and enjoyable subject which will open your eyes and may even lead you to question the way you think. Students will study two modules at AS level and two modules at A2 level:

AS Level Units:

Compulsory content:

Education is a study of our education system, its role in society and how the individual views education. Explanations of success and failure in education are assessed from the point of view of social class, gender and ethnicity.

Sociological Methods – this section provides students with a thorough background to the methods by which sociologists collect data such as experiments, observations, interviews and questionnaires. We also consider how this data is analysed and used to make conclusions.

Optional content

You choose one of the following topics in the exam:

- Culture and identity
- Families and households
- Health
- Work, poverty and welfare

A2 Level Units:

Compulsory content

Education with theory and methods

- Education
- Methods in context
- Theory and methods

Crime and deviance with theory and methods

- Crime and deviance
- Theory and methods

Optional content

Option 1

You choose one of the following options in the exam:

- Culture and identity
- Families and households
- Health
- Work, poverty and welfare

Option 2

You choose one of the following options in the exam:

- Beliefs in society
- Global development
- The media
- Stratification and differentiation

Assessment

There are two exams at AS each worth 50% of your AS qualification. Each exam lasts 1 hour 30 minutes and is worth 60 marks. The exams consist of short answer and extended writing questions.

At A-Level (second year) there are three exams, each account for one third of your A-Level. The three exams last 2 hours and are worth 80 marks each. The exams consist of a mixture of short answer and extended writing questions.

This subject is very useful for students intending to pursue university courses and careers in a wide variety of subjects such as Criminology, Social Work, Human Resources, Teaching and the Police. As a Social Science it combines well with all other subjects offered within the School such as Psychology, English, Geography and History.

ENGINEERING

Engineering Opportunities

If you are interested in a career in Engineering, whether Electrical & Electronic, Mechanical or Civil - then you can gain hands-on experience in the Sixth Form. Clearly, to pursue a career in Engineering you would need to take both Physics and Mathematics at A-level and might even benefit from taking Further Maths if you intend to apply to the most competitive university Engineering degrees. The following opportunities are available:

- (i) The Engineering Education Scheme: here a team of four Lower Sixth formers, selected by interview, work on a real engineering project with an industrial partner on a project from October to March.
- (ii) The Engineering Education Scheme HEADSTART programme: at the end of your Lower Sixth year, you can apply to visit a university engineering department for four days in June or July to experience life as an engineering student.

A2 Results 2016

SUBJECT	ENTRIES	+	A	B	C	A*	A*-A	A*-B	A*-C
Art	5	1	1	1	1	20.0%	40.0%	60.0%	80.0%
Biology	53	10	13	11	9	18.9%	43.4%	64.2%	81.1%
BusStud	16	0	1	3	7	0.0%	6.3%	25.0%	68.8%
Chemistry	30	5	12	6	2	16.7%	56.7%	76.7%	83.3%
Computing	8	0	3	0	1	0.0%	37.5%	37.5%	50.0%
Design & Technology	9	0	2	3	2	0.0%	22.2%	55.6%	77.8%
Economics	22	3	4	8	2	13.6%	31.8%	68.2%	77.3%
English	20	1	4	8	4	5.0%	25.0%	65.0%	85.0%
French	6	0	3	2	1	0.0%	50.0%	83.3%	100.0%
Geog	39	7	6	12	9	17.9%	33.3%	64.1%	87.2%
Greek	3	0	3	0	0	0.0%	100.0%	100.0%	100.0%
History	47	5	11	15	11	10.6%	34.0%	66.0%	89.4%
Latin	4	1	2	1	0	25.0%	75.0%	100.0%	100.0%
Maths	70	22	19	12	11	31.4%	58.6%	75.7%	91.4%
Further Maths	16	8	4	2	1	50.0%	75.0%	87.5%	93.8%
Music	2	0	0	1	1	0.0%	0.0%	50.0%	100.0%
RP	10	2	3	2	2	20.0%	50.0%	70.0%	90.0%
Physics	49	9	16	6	8	18.4%	51.0%	63.3%	79.6%
Politics	26	1	7	8	6	3.8%	30.8%	61.5%	84.6%
Psychology	10	1	0	4	3	10.0%	10.0%	50.0%	80.0%
Spanish	9	0	3	4	0	0.0%	33.3%	77.8%	77.8%
Theatre Studies	9	0	1	5	2	0.0%	11.1%	66.7%	88.9%
Chinese	10	3	4	3	0	30.0%	70.0%	100.0%	100.0%
Creative Writing	3	0	0	3	0	0.0%	0.0%	100.0%	100.0%
Russian	1	0	1	0	0	0.0%	100.0%	100.0%	100.0%
Totals	477	79	123	120	83	16.6%	42.3%	67.5%	84.9%