CHOOSING YOUR SIXTH FORM COURSES

Deputy Headmaster (Academic): Mr WJ Perry

The importance of the Sixth Form years cannot be underestimated since they provide an effective preparation for life beyond school, and for most of our pupils this will mean higher education. It is important that within our Sixth Form programme we encourage our pupils 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 to suit their interests, 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 that are available in the Loughborough Grammar School Sixth Form, and also gives advice about selecting the right subjects so that our pupils can achieve their very best throughout their Sixth Form studies. In addition, we are keen that pupils should consider the many extra-curricular activities that exist to enable our Sixth Form pupils to develop the personal qualities needed to before leaving LGS with the skills and confidence to achieve future success. It is in the extra-curricular arena where pupils will gain vital life-skills such as team work, leadership, commitment and determination. These skills will be vital for life beyond LGS and will help your son stand above others in his university application and future career.

As Sixth Formers, pupils are expected to be strong and positive role models for the younger members of the School. There are many opportunities to lead, organise and manage others with appropriate support and guidance from our committed staff, and demonstrate maturity and self-discipline to younger pupils.

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

<table>
<thead>
<tr>
<th>Entry requirements</th>
<th>Entry into the Sixth Form is conditional upon the achievement of a minimum of 5 x B/6 Grades at GCSE for pupils currently in Year 11.</th>
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</thead>
<tbody>
<tr>
<td>‘7’ or ‘A’ grade at GCSE in the subjects to be taken for A Level</td>
<td>Experience tells us that a ‘7’ or ‘A’ grade at GCSE in the subjects to be taken for A Level is essential for success at A Level.</td>
</tr>
<tr>
<td>‘New’ subjects</td>
<td>We highly discourage the taking up of more than two ‘new’ subjects without very persuasive arguments as to why this should happen. ‘New’ subjects are those not previously studied at GCSE.</td>
</tr>
<tr>
<td>Number of subjects to be studied</td>
<td>Your son will choose 4 subjects at the start of A Level and must commit to studying these 4 subjects until Easter in his Lower Sixth Year. A significant number of pupils will wish to continue with 4 subjects and we will offer guidance and support for all in making this decision.</td>
</tr>
<tr>
<td>Year 12 Examinations</td>
<td>Study of 4 subjects for two terms ensures that all pupils have experienced the full demands of each A Level course and can make decisions based on experience of the full range of examinable requirements for each course. Examinations will take place to identify your son’s progress in all subjects, and following advice from his subject teachers and tutor, he may withdraw from one subject to continue studying 3 subjects.</td>
</tr>
<tr>
<td>Year 13 Examinations</td>
<td>Mock examinations will take place in January to determine progress and to inform approaches to maximise success in the A Level examinations in May and June.</td>
</tr>
<tr>
<td><strong>Lessons per week</strong></td>
<td>At present A Levels are taught on the basis of ten lessons per week for the 4 subjects, with the exception of subjects where very small numbers of pupils opt to take the subject.</td>
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<tr>
<td><strong>Enrichment Activities</strong></td>
<td>3 x lessons are allocated to Enrichment Activities (including Partnership, VSU &amp; CCF) on Thursday afternoons. In Year 13, all pupils will continue to take part in a Thursday afternoon enrichment programme.</td>
</tr>
<tr>
<td><strong>Games</strong></td>
<td>3 x Games lessons per week are compulsory until the beginning of the Summer Term in Year 13.</td>
</tr>
<tr>
<td><strong>EPQ / Consengentia Prize</strong></td>
<td>For pupils who withdraw from their fourth subject at Easter in Year 12, they will be required to complete either an EPQ or take part in the Consengentia Prize. 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 study in the Library, Sixth Form Centre or in allocated rooms.</td>
</tr>
<tr>
<td><strong>Study periods</strong></td>
<td>Pupils in the Sixth Form have a number of periods on their timetable for private study. These periods are provided for pupils to consolidate and extend their learning and to utilise the facilities available such as the Library and School computer systems. The Library and study rooms are available during study periods and pupils are required to use this time efficiently and judiciously for study.</td>
</tr>
<tr>
<td><strong>Sixth Form Centre</strong></td>
<td>A bespoke and dedicated Sixth Form Centre is provided for pupils to relax and enjoy before and after School, and in break and lunch times. The centre provides catering, relaxation and games facilities and a work space for pupils.</td>
</tr>
</tbody>
</table>
A LEVEL SUBJECTS AVAILABLE TO PUPILS AT LOUGHBOROUGH GRAMMAR SCHOOL

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

Some subjects are taught jointly with girls at Loughborough High School (LHS) or Loughborough Amherst School (LAS).

- Applied Science (taught at LAS)
- Art and Design
- Biology
- Business Studies
- Chemistry
- Classics
- Computing
- Design and Technology
- Drama and Theatre Studies
- Economics
- English
- Food Science and Nutrition (taught at LHS)
- French
- Geography
- German
- Greek
- History
- History of Art (taught at LAS)
- Latin
- Mathematics
- Further Mathematics¹
- Music
- Music Technology
- Physics
- Physical Education
- Psychology (taught at LHS)
- Politics
- Religious Studies
- Sociology (taught at LAS)
- Spanish

Those pupils who choose this subject must select Mathematics and Further Mathematics as two of their subjects. These pupils will keep all four subjects in Year 13.

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 Head (Academic), Mr Perry.
SELECTING THE RIGHT COURSES

You need to choose 4 Advanced Level subjects to study in Year 12.

Your 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 others may have a different focus from the GCSE courses you are currently studying.

The School offers guidance in a number of ways:

**ISCO Morrisby tests**
You will 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.

**Interviews**
Following these tests, you will have an interview with your tutor to discuss the results.

After the mock exam period is finished, all Year 11 pupils will have an interview 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.

**Careers Department**
The Master in charge of Careers, Mr Lightfoot, is available to offer further advice. You should also use the resources in the Careers Room and the Library where Mrs Bunn, the Librarian, is very happy to assist.

**Personal research**
Your tutor will guide you through the process of choosing A Level subjects, but you should also research for yourself, for example, by looking on the University and Colleges Admissions Service (UCAS) website where degree course entry requirements are detailed.

**How to choose**
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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry</td>
<td>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.</td>
</tr>
<tr>
<td>Economics</td>
<td>Those choosing A Level Economics need to be good at Mathematics. Potential Oxbridge applicants for this subject should consider Further Mathematics.</td>
</tr>
<tr>
<td>Engineering</td>
<td>Those considering Engineering should take Mathematics and Physics. Potential Oxbridge applicants for this subject should consider Further Mathematics.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>This is a good A Level choice for those considering careers or university courses in Accountancy, Computing, Finance, Business Studies and Management.</td>
</tr>
<tr>
<td>Medicine</td>
<td>Those considering Medicine are advised to take A Levels in Chemistry and Biology. Work experience is also essential to support a university application.</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>All pupils should consider maintaining or developing their Modern Language skills through the Sixth Form.</td>
</tr>
<tr>
<td>Physics</td>
<td>Those intending to take A Level Physics are advised to study Mathematics in Year 12. Potential Oxbridge applicants for this subject should consider Further Mathematics.</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>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.</td>
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</tbody>
</table>
AQA Level 3 Extended Certificate in Applied Science
This course is taught at Loughborough Amherst School (LAS)

Philosophy and Overview
This course is ideal if you who want a chance to concentrate on some of the vocational aspects of Science. This can then lead to the study of a Science based course at university. There are a large number of careers you can consider by studying Applied Science such as: Nursing, Midwifery, Food Scientist, Physiotherapist, Radiologist, Engineer, Technician and Biotechnologist.

The Level 3 extended certificate qualification consists of:

- Unit 1 - Key Concepts in Science (Written exam)
- Unit 2 - Applied Experimental Techniques (Portfolio)
- Unit 3 - Science in the Modern World (Written exam plus pre-released material)
- Unit 4 - The Human Body (Written exam)
- Unit 5 - Investigating Science (Portfolio)
- Unit 6 - Pupils can choose from three options
  - Unit 6a - Microbiology (Portfolio)
  - Unit 6b - Medical Physics (Portfolio)
  - Unit 6c - Organic Chemistry (Portfolio)

The units are graded as Pass: P, Merit: M, Distinction: D or Distinction*: D*.

Assessment:

50% external examinations
50% internally assessed by portfolio evidence

The Level 3 Extended Certificate in Applied Science contains a broad balance of Chemistry, Physics and Biology with a wide range of practical activities.
ART AND DESIGN

Head of Department: Miss E Johnson

Exam Board: OCR (H600) Art, Craft and Design and (H601) Fine Art

Philosophy and Overview
Our A Level course structure allows a natural progression of study from any GCSE route previously studied, regardless of exam board, specialism or former experience.

Fine Art is the typical A Level studied by pupils who have completed their GCSE here at Loughborough Grammar School. It is suited to those with a desire for creativity, concepts, personal expression and both traditional and/or contemporary media. With the current influences of digital methods and installation, the boundaries of Fine Art are continuously expanding, so in our department we encourage pupils to be brave, take risks and embrace the world of new media when presenting their personal ideas.

We also offer the Art, Craft and Design A Level course. This allows for mixed areas of study for those who have broad interests and may wish to combine creative disciplines. For example, Photography and Drawing, Textiles and Sculpture or Art History and Fine Art etc. There is no restriction on the combination of disciplines studies, thus allowing for a fully flexible course to suit individual needs and interests. Anybody with a passion for Art History should consult with the Art staff, because OCR’s A Level Critical and Contextual course could be offered which is a creative approach to the learning of Art History.

During the two-year course, you should expect to explore your own independent ideas. You will be required to demonstrate sophisticated ways of recording subject matter, to experiment with processes and media, to develop ideas influenced by other practitioners and to produce significant outcomes. A full range of disciplines are taught including drawing, painting, printmaking, photography, dark room skills, sculpture, conceptual art, new media and installation. The outcomes of projects normally involve large-scale pieces with significantly challenging subject matter being tackled. Art History is integral to both courses and is developed and studied in an individualised way to strengthen conceptual understanding of your chosen specialism.

We are proud to say that no two A Level projects have ever looked the same here at Loughborough Grammar School; there is no house style and the pupils’ interests and personal preferences dictate what is produced each year. All work is presented in our end-of-year exhibition for assessment and moderation, which is a much-anticipated highlight of the school year.

Facilities
Lessons are delivered in our outstanding dedicated Sixth Form studios. Each Art pupil is assigned their own large studio space which is used for both the production of and display of their work. Former pupils often comment that their studio spaces here surpassed their experience on Foundation and Undergraduate courses. Pupils have access to their space at all times outside of their timetabled lessons, including some scheduled weekend and half-term study days.

The Art Department has their own bank of iPads and computers with access to Adobe’s full Creative Suite. This is complimented with an A3 colour printer, scanner and digital SLR cameras. The building benefits from a dark room and purpose-built photography studio with lighting equipment, tripods and backdrops. Our Technician has his own work room and store where all canvases, boards, sculpting equipment and printmaking tools are supplied. We have two full-size kilns and strong links with the Design and Technology Department which expands the opportunities available to our pupils, including the use of a laser cutter and 3D printer.

Staffing
All Art staff contribute to the delivery of the A Level course. The combined knowledge of our team provides a comprehensive knowledge of Fine Art disciplines, mixed media practice, contemporary installation and digital working methods. The breadth of staff’s personal interests also allows for an extensive repertoire of contextual links which support the pupils’ study. One of our staff runs their own successful business and is fully aware
of and equipped to develop the pupils' understanding and appreciation of the pressures surrounding the commercial art world.

Enrichment

New initiatives are offered each year to support the pupils’ development. Here are some of the opportunities previously offered:

- Life Drawing Workshop with Scott Bridgwood
- Overseas study opportunity in New York and residential in London experience
- Saatchi pupil competition
- Young Photographer of the Year competition (won by previous pupil)
- Pupil work displayed at Leicester New Walk Gallery and also the Oberon Gallery
- Visits to Loughborough University’s degree shows
- Opportunity for leadership as Art Prefect
- Visit to UCAS Design Your Future Event
- Life Casting workshop

Further Study

A Level Art is most commonly opted for when it is a pupils’ strength and is used to gain entry to other Undergraduate pathways. Previous pupils have had great success gaining entry to Russell Group Universities to study History, Business, Psychology, Geography and Law. However, A Level Art is desirable and indeed a requirement for some courses requesting creative portfolios for University entry (Fine Art, Art Foundation, Graphic Design and Product Design). This subject is usually selected by pupils wishing to study Architecture because a physical or digital creative portfolio is a requirement for most applications. Institutions make their entry requirements for Architecture courses very clear so those interested should consult the relevant prospectuses and websites prior to opting for their A Levels. 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.

A Level Course Content

- **Personal Investigation- 60% of qualification completed in Years 12 and 13**
  - 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.

- **Externally Set Task- 40% of qualification completed in last two terms of Year 13**
  - A stimulus paper will be made available on February 1st in Year 13 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.
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 pupils who do well will have achieved at least a grade 7 at GCSE. Essentially, pupils 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 specification provides a detailed amplification of the expected knowledge, understanding and skills required but a summary of the content follows:

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

Three written papers, covering all eight units, are taken 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 pupil support material. Year 12 Biologists attend a residential Field Course in the summer months; this field course is compulsory and there is a cost involved of approximately £250. The department also has a wide range of Enrichment Activities including lunch time clubs, trips and regional essay competitions as well as a schedule of visiting speakers to extend pupils’ appreciation of the application of Biology outside of school; pupils are wholeheartedly recommended to get involved. As a department we also pride ourselves on the examination support we offer to pupils.

A qualification in Biological Sciences provides applicants to Higher Education with a multiplicity of degree choices in both biological and non-biological areas. Pupils from this school have applied successfully for a wide range of Biological degrees including Microbiology, Zoology, Plant Science, Applied Genetics, Neurobiology, Biochemistry 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 pupils have used Biology to complement quite different subjects. 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 RJ Lightfoot

“The secret of business is to know something that nobody else knows”
Aristotle Onassis

Exam Board: AQA

Why study Business?

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 pupils to develop a critical understanding of organisations, the context in which they operate, the markets they serve and the process of adding value, the internal and external business environment, and deals with major topical issues that can generate change for business organisations and the ways in which businesses respond to these issues.

It encourages the pupils to acquire a range of important and transferable skills which are essential for future study and employment. Pupils will be expected to:

- Manipulate data in a variety of forms and to interpret their results
- Present arguments and make judgments and justified recommendations on the basis of the available evidence
- Recognise the nature of problems, solve problems and make decisions using appropriate business tools and methods
- Plan work, taking into account the demands of the task and the time available to complete it
- Conduct research into a specific theme in preparation for one or more tasks
- Challenge their own assumptions using available evidence.

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.

What does the subject cover and how is it examined?

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 looking 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 first year 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 second year units build on the first year 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 A Level concludes by examining the ways in which businesses can manage change successfully when responding to external stimuli.
Pupils are examined by applying their understanding of business principles to vocational case studies. Examinations at include a mixture of multiple choice, short answer, extended response and multi-part data response questions.

**Still undecided?**

Pupils 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. There is also a reduced subscription available to the Business Review quarterly periodical which focuses on providing current articles specifically written for A Level Business Studies pupils. Each year the Business pupils also get the opportunity to go out on educational trips to major firms such as Jaguar Land Rover, JCB and Triumph. This gives the pupils an opportunity to see first-hand the theory they have been taught put into practice.

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.

If you would like any further information relating to Business Studies, please see Mr Lightfoot or contact him at r.lightfoot@lsf.org or see any other member of the Economics staff.
CHEMISTRY

Head of Department: Mr BJ Arrowsmith

Exam Board: Edexcel 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.

A Level Chemistry is required for several University courses eg 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. A Level Chemistry is assessed with 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 A 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 A 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, Latin & Greek Languages)

Head of Department: Mrs A Henderson

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. Students interested in Archaeology may combine Classics with Science subjects.

The department takes the students to relevant lectures, plays, and museums during the two-year courses to boost their university application success.

The Classics department runs biannual trips to various classical sites (mainland Greece, Sicily, Tunisia, Rome/Pompeii, etc.). Recent trips have gone to Greece, visiting Athens, Delphi and Olympia; and Sicily where both Greek and Roman influences can be seen first-hand. The Classical Society not only invites external speakers to give papers to all Upper School Classicists, but also where the staff talk about their passion for the subject. Students themselves are invited to deliver their presentations on any classical topic or hold classical debates. This is an opportunity to build rapport between the visiting speakers, the teaching staff, and all students interested in Classics through holding a Greek-style symposium before or after the lectures. Students are also encouraged to participate in various essay writing competitions run by Oxbridge colleges.

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 students who have recently studied classical subjects at GCE 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 A Level

Classical Civilisation is one of the broadest subjects available: it encompasses two different cultures, a wealth of literature, poetry, drama, history and philosophy, a rich feast of art and architecture and the study of every aspect of complex societies. This particular course gives students the opportunity to study in English diverse classical topics and sources, including both the oldest surviving works of literature, the world of the gods and heroes, the origins of democracy, and the birth of theatre. This course would suit a student who enjoys aspects of both literature and history with an appreciation of the ancient world. The course will include not only reading literary texts composed, in some cases, almost three thousand years ago, but also examining the archaeological and historical context of the topics studied. All this will allow students to consider the ideals and ideas of Western thought that we have inherited from the ancients. Of particularly interest is the biting wit and political satire that can still capture a modern audience as it did an ancient one.
The course does not require any prior knowledge in Classics, just an intellectual curiosity into the past.

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

The study of Classical Civilisation involves examining three distinct topics each with clear and well-defined content:

**The World of the Hero** component is a compulsory topic consisting of an in-depth study of the ancient epic: Homer’s *Iliad* or *Odyssey* and Vergil’s *Aeneid*. The works of Homer are the foundation of the Western literary canon and the Greeks themselves considered them the cornerstone of Greek culture. In his *Aeneid*, Vergil pays homage to Homer, but also to Rome and its leader, Augustus. With their unique composition and exciting tales of gods and heroes, these works of literature form an excellent grounding for exploration of the classical world.

**The Culture and Arts** topic offers students the opportunity to find out more about Greek theatre while studying artefacts and visual evidence together with Greek literature. The students will examine aspects of ancient drama through social, political and religious themes in tragedy (Sophocles’ *Oedipus the King* and Euripides’ *Bacchae*) and comedy (Aristophanes’ *Frogs*).

**The Beliefs and ideas** topic involves the study of aspects of classical thought, which are relevant to our modern ideas of the world. The topic of Greek religion will introduce this essential part of ancient Greek identity as learning about the religious ritual and the role it played in the society. The students will explore the nature of the gods and their relationship with mortals and the tension caused by the rise of philosophical thinking.

Exam board: OCR
Classical Civilisation – H408

- The world of hero: Homer’s *Iliad* or *Odyssey* and Vergil’s *Aeneid* (2.20hr paper);
- Culture and arts: Greek theatre (1.45hr)
- Beliefs and ideas: Greek religion (1.45hr)

Classical Civilisation is considered to be a highly academic humanities subject by universities. It, of course, offers natural progression to studying a Classical degree with or without Greek and Latin (most universities offer students the opportunity to study the languages ‘from scratch’), which leads to a wide and varied range of careers.
Latin OCR A Level

The study of Latin at A level is a challenging discipline but one which is delivered with the focus on enjoyment rather than awe. Study of Latin, or indeed any classical course, is arguably unique in its holistic approach as it offers so compact an educational ‘package’, exploring together a number of different disciplines, particularly linguistics, literature, and history. Therefore, it is not a surprise that Latin tends to be chosen at A level by high academic achievers and only those who have achieved a grade 7 and above are invited to consider taking their studies of Latin further.

The students will have an opportunity to develop further their love of Latin language together with reading the masterpieces of Roman literature, Cicero and a selection of Latin elegiac poetry. They will further understand the literary context from which the texts have been taken as well as appreciate the social, cultural and historical contexts, their authors and audiences.

In studying Latin at A level, the students will acquire familiarity with Cicero’s rhetorically persuasive wit that would be a match for any modern courtroom. The set text is Cicero’s speech *Second Philippic* that was wholly a product of its time, when Rome was in political chaos that resulted after the murder of Caesar in 44 BC, and Cicero offers us to read a ‘character assassination’ of Mark Antony. In the *Aeneid XI* students will exercise their understanding of Latin epic poetry that emerged amidst political and cultural changes after the Republic gave way to imperial rule under Augustus. The selection focuses on the death of young Pallas and have always been a favourite with modern audiences. Lastly, the students adopt a more meticulous approach to mastering Latin language with plenty of opportunity of reading the original Latin (Ovid’s poetry and Livy’s history of Rome) and of putting their language mastery into practice by making prose composition into Latin itself.

Exam board: OCR
Latin - H443
http://www.ocr.org.uk/qualifications/as-a-level-qce-latin-h043-h443-from-2016/

- Latin Language - Unseen translation, 1.45hrs
- Latin Language - Prose composition or comprehension, 1.15hrs
- Latin Prose Literature (Cicero, *Second Philippic*), 2hrs
- Latin Verse Literature (Vergil, *Aeneid XI*), 2hrs

The study of Latin inspires and motivates students to critically think about the past and modern worlds and equips them with readily transferable analytical skills. A Level in Latin provides a firm foundation for the study of Latin or other Classics courses in further and higher education. At the same time, the multi-faceted nature of the subject and skills developed whilst it is an excellent platform from which to study many other subjects at university including English, History, Modern Foreign Languages, Philosophy, and Politics.
Classical Greek OCR A Level

The Classical Greek course is possibly one of the most exciting A level options for universities, as it is certainly viewed as one of those subjects designed to challenge the very brightest. The course is designed to develop students’ understanding of the Classical Greek language and the related ancient literature, values and society. The fact that the creators of these ancient works were themselves highly innovative in their approaches makes their writing particularly well suited to developing critical skills. The quantity of material surviving, as well as the quality, creates evidential puzzles resulting in an appealing intellectual challenge.

The OCR A Level in Classical Greek will build on the knowledge, understanding and skills specified for GCSE. Students will be introduced to a greater range of vocabulary through wider reading of original material, more complex examples of syntax, accidence and the in-depth study of prose and verse literature. The students will study the selection from Plato’s *Phaedo*, which tackles the important questions of immortality of the soul and the value of philosophical life and Euripides’ *Medea*, one of the influential works of world literature, where a woman’s revenge towards her husband has taken to new heights. Students also study additional literature in English translation in order to understand the context from which these texts have been taken. This will enable them to translate unseen passages, and either answer comprehension and grammar questions on an unseen passage of history by Xenophon and Aristophanes’ comedy, or translate a passage of English into Classical Greek.

Exam board: OCR  
Classical Greek - H444  

- Classical Greek Language - Unseen translation, 1.45hrs  
- Classical Greek Language - Prose composition or comprehension, 1.15hrs  
- Classical Greek Prose Literature (Plato, *Phaedo*), 2hrs  
- Classical Greek Verse Literature (Euripides’ *Medea*), 2hrs

Studying Classical Greek at A level highlights students’ ability to learn and comprehend challenging subjects and it will certainly make them stand out as this study is available to a very limited number of students. In the Classics graduate programme students develop their ability to research, collate and analyse material and learn to critically evaluate resources in order to formulate arguments. Students are able to work alone or within a team and to think imaginatively. It is evident that Classics graduates enter the jobs market with a range of specific, practical, intellectual and theoretical skills that make them highly employable.
The most important aspect of Computer Science is problem solving which is an essential skill for life. Along with developing universally useful skills, you will also always be in demand as there is a huge Computer Science skills shortage. The other benefit to this shortage is the average pay for Computer Science graduates which has been some of the highest for any profession for the past few years. This area of study will open doors in almost every type of industry. Due to how embedded computers are becoming in our everyday lives this number growing every year. The opportunities for Computer Scientists in the future are enormous and it will also help you understand the technological world in which you will be living.

Computing is less about studying computers than it is about learning about computational ways of thinking, problem solving and creativity. Computers are simply the tools we use to help us to investigate, to innovate and to try out our ideas.

Advanced level Computer Science provides an in-depth study of Computing, systems and related disciplines. It should prove of interest and value to pupils 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 pupil a significant 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 pupil beginning Computing are a willingness and aptitude to solve problems.

The following topics are covered in the first year of the 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.

The second year of the course builds on the first by adding further topics such as Big Data, Advanced Databases & Object Oriented Programming as well as exploring some of the Year 12 topics in more depth.

A practical project allows the pupil to demonstrate their ability to solve a problem in a systematic manner. The project is assessed internally and externally moderated.

Assessment at A Level comprises -

<table>
<thead>
<tr>
<th>Title</th>
<th>Method</th>
<th>Duration</th>
<th>% of A Level</th>
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<tbody>
<tr>
<td>Paper 1 – Practical Programming and theoretical knowledge</td>
<td>On screen exam</td>
<td>2 Hours 30 mins</td>
<td>40</td>
</tr>
<tr>
<td>Paper 2 – Theory topics.</td>
<td>Written Exam</td>
<td>2 Hours 30 mins</td>
<td>40</td>
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<tr>
<td>Project – Practical investigation</td>
<td>Coursework project</td>
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Computer Science is a fast moving subject where new technologies appear all the time. The way we communicate with each other has changed dramatically as well as the size and power of the devices we use (our phones and computers) too. Computer Science will give you the opportunity to explore new technologies in the context of the methods of working that remain similar as well as the underlying mathematics of the algorithms that run our world today. We all use computers and their algorithms whether we are putting on the washing machine, setting our “sat-nav” or watching digital TV.

If you have an aptitude for finding out how things work, gain a certain satisfaction from making something do what you want it to do by programming or are just interested in computers and computing devices then this course will suit you.
DESIGN AND TECHNOLOGY
Head of Department: Mr TA Moseley

Exam Board: Pearson Edexcel Level 3 Advanced GCE in Design and Technology (Product Design) (9DT0)

Introduction:
Design and Technology continues to heavily influence the world around us and will hereby remain an exciting and engaging subject. It draws together skills from a broad range of disciplines including Physics, Mathematics, History and Art, and consequently requires pupils to develop their knowledge and abilities in numerous areas.

Whilst there are no prior learning or other requirements for this qualification, it is expected for pupils to have studied the subject at GCSE given the fundamental skills and knowledge developed during these years. If pupils have not studied the subject before, they may feel at a disadvantage, as the A Level builds upon what they have been introduced to in earlier years.

Aims and Objectives:
As part of the course, the pupils will learn a wealth of skills and will experience various opportunities. As described by the exam board, some of the primary aim and objectives of this qualification are to enable pupils to:

- Use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.
- Identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes.
- Acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.
- Take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during Key Stage 4, with a particular focus on science and mathematics, and those subjects they are studying alongside A Level Design and Technology.
- Develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world.
- Work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners.
- Develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use.
- Be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype.
- Be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology.
- Be able to work safely and skilfully to produce high-quality prototypes.
- Have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors.
Assessment overview:

The A Level is assessed through the following two components:

**Component 1: Principles of Design and Technology**

*Written examination: 2 hours 30 minutes*
*50% of the qualification*

This paper includes calculations, short-open and open-response questions, as well as extended-writing questions. Pupils receive weekly theory lessons in both Years 12 and 13 to equip them with the skills and knowledge required to complete this assessment, which is completed at the end of Year 13. A range of different topics are covered which include: Materials, Processes and Techniques, Effects of technological developments, Features of manufacturing industries, and Designing for maintenance and the cleaner environment.

**Component 2: Independent Design and Make Project**

*Non-examined assessment*
*50% of the qualification*

The assessment requires pupils to work through a design process where they will produce a substantial design, make and evaluate project. This is very similar to the assessment completed at GCSE in that the pupils will complete a portfolio which will contain approximately 40 sides of A3 paper and accompanying prototype that the pupils have manufactured. The assessment is completed at the school and is internally assessed and externally moderated.

There are four parts to the assessment:

- **Part 1: Identifying and outlining possibilities for design**
  Identification and investigation of a design possibility, investigation of client/end user needs, wants and values, research and production of a specification

- **Part 2: Designing a prototype**
  Design ideas, development of design idea, final design solution, review of development and final design and communication of design ideas

- **Part 3: Making a final prototype**
  Design, manufacture and realisation of a final prototype, including tools and equipment and quality and accuracy

- **Part 4: Evaluating own design and prototype**
  Testing and evaluation

During Year 12, pupils will complete a project of similar nature where they will respond to a specific context. Although this is not the one that will be submitted, it provides pupils with an essential opportunity to develop their skills before beginning the formal project at the end of Year 13. This project will require pupils to determine their own project direction in consultation with a specific user or client, and will continue for the duration of Year 13 before its final submission during the Spring Term.

**Facilities:**
The Department is very well equipped to help the pupils realise their ideas. We have specific wood and metal workshops, which have a wealth of tools and equipment. These include centre lathes and a milling machine. We also have various computer controlled devices including a CNC microrouter and laser cutter. The Dept. also features a 3D printer, which the pupils are encouraged to use as part of their prototype outcomes.
Alongside the workshops, we have two computer suites which feature the modelling software, Solidworks. This is heavily used in industry and this educational addition enables pupils to develop their skills in this area.

**Extra-curricular:**

The Department offers a range of extra-curricular activities that Sixth Form pupils are encouraged to participate in. These include the GreenPower Go-Kart challenge and motorsport enrichment on a Thursday afternoon. The Department is also involved in a range of STEM (Science Technology Engineering and Mathematics) competitions. These activities are often drawn upon in university applications to describe how the pupils have utilised their Design and Technology skills in more specific and real world contexts.

**Further Study:**
The nature of the subject equips pupils with a wealth of skills and pupils who have studied Design and Technology have pursued a variety of different courses at a higher level. These have included:

- Industrial Design and Technology
- Architecture
- Aerospace Engineering
- Aerospace Engineering
- Civil Engineering
- Mechanical Engineering
- Civil Engineering
- Business Management

Pupils will often utilise the work completed at part of the portfolio documents to strengthen applications to higher institutions.

**Further information:**
Due to the nature of the subject and the iterative nature of the project work, the course is very demanding in terms of time and pupils should be expected to spend some of their free time within the Department, particularly in Year 13. There are many opportunities for them to do so during the course of the school week as the Department is very keen to support the pupils in fulfilling their potential.
DRAMA AND THEATRE

Head of Department: Mrs SE Bruton

“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

Exam Board: Edexcel (9DRO)

Why do we offer Drama and Theatre at LGS?
Not only does Drama & Theatre 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, Drama actively inspires pupils 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, Drama & Theatre requires pupils 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 A Level Drama and Theatre?
It is a practical and theoretical course, which aims to introduce pupils to all aspects of Theatre, as Performers, Directors, Designers and Critics. This is a skills based course so much of the teaching aims to develop your understanding of 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 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?
Component 1: Devising, this is a 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 in the form of a vlog or a combination of these and product (the final performance). We are keen to introduce pupils to a range of styles completely new to them during this unit, specifically elements of Experimental Theatre, such as table top theatre as well as the work of Filter Theatre Company and Forced Entertainment.

Component 2: Text in Performance is an externally assessed performance examination. Pupils perform in groups of 3-6 assessed on voice and movement, characterisation and communication then also interpretation and realisation of artistic intentions. Pupils must also produce a 2-minute monologue or 5-minute duologue from a different text. Both of these are accompanied by a 250 word statement of intention to justify the chosen interpretation. This is performed to a Visiting Examiner.

Component 3: Theatre Makers in Practice is a 2 hour 30 minute written examination. In Section A of the written examination, pupils answer one question which prompts an evaluation of a live theatre performance, for this we take the pupils 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. Pupils
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 pupils answer two extended response questions on how they might interpret and realise an unseen extract in performance from a text they have studied. Pupils answer from the perspective of both a designer and performer. Pupils 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.

Year 13 pupils in Section C are then required to answer one extended question on Georg Buchner's incomplete opus *Woyzeck*. Pupils will demonstrate how their re-imagined concept will communicate ideas to a contemporary audience; and outline how the theatre practitioner Punchdrunk has influenced this concept.

**Is this the right subject for me?**

It is relevant to all. 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 could not disagree more; Knowledge stands alone. It is based on curiosity and 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 RJ Lightfoot

“Economics is the science which studies human behaviour as a relationship between ends and scarce means which have alternative uses”
Lionel Charles Robbins

Exam Board: OCR

Why study Economics?
Economics as a Sixth Form subject has existed for over 40 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 pupils 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 all 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 pupils from all backgrounds whether Science or Arts would be capable of studying the subject but those without a genuine strength in Mathematics (ie expected to gain no greater than a grade B at GCSE) would be advised to think carefully and seek advice before choosing the subject and to consider Business Studies that adopts a less theoretical approach involving fewer Mathematical models.

What does the subject cover and how is it examined?
The first 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. Pupils will face essay titles in the first term such as ‘How can the government use taxes to solve problems of pollution?’ In addition, pupils 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 second year the course encourages the pupils to ‘think as economists’ and develop the appropriate range of analytical, questioning and reasoning skills to achieve this objective. In addition, the qualification will enable them to further develop their grounding in both microeconomics and macroeconomics, drawing on local, national and global contexts, using ‘real world’ issues wherever possible. There will be in depth study of Industry, Finance and the Workplace that will partner a detailed look at the Global Economy.

Pupils are 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 A Level include a mixture of multiple choice, short answer and extended response questions based on a data response format.
Just in case you are still undecided!

Pupils are issued with a core text but are encouraged to read around the subject and to visit subject specific internet sites such as ‘tutor2u’. In a bid to help them keep up to date with current affairs and developments in Economics they will be able to access reduced subscriptions for both the Economist and the quarterly periodical Economics Today, that offers targeted, informative and topical content that is aimed specifically at the A Level Economist.

The subject is also alive and well outside the classroom at LGS. There is a vibrant pupil led Economics Society that meets every week to discuss a range of interesting and sometimes controversial topics. This year there has been a trip to London to an Economics conference attended by prominent figures in the world of Economics and a trip to the Deutsche Bank to see where the subject might lead in terms of employment. There is the option to try out for the Target 2.0 team who compete in a national competition that advises on interest setting to the Bank of England and the Pupil Investor competition that is open to all budding stock brokers to pit their investment wits against the best Schools in the country. The RES essay competition is also a hotly contested option for extra-curricular interest.

The subject has a number of attractions that make it worth considering at A Level. Firstly, it may broaden an otherwise narrow A Level choice of Arts, Science or Language. Secondly it keeps future options open, giving pupils an insight into what a Degree and a career in any Social Science subject would entail. Although Advanced Level Economics is not vital to study accountancy, politics, management, etc, the first year of any degree course will have a compulsory economics component which mirrors the GCE Advanced course. Finally, the subject matter is new to the pupils 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 pupil.

If you would like any further information relating to Economics please see Mr Lightfoot or contact him at r.lightfoot@lsf.org or see any other member of the Economics department.
ENGLISH LITERATURE

Head of Department: Mr R Hunter

Exam Board: A Level Edexcel English Literature (9ETO)

English at A Level is a Literature course. It includes the compulsory study of Shakespeare and pre-twentieth century writing in addition to modern works.

English is a hospitable subject. It welcomes those who are looking for a manageable third option as well as those who wish to follow the subject through to degree level. In recent years a number of pupils 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 45-minutes or 1-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 pupils 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 pupils 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. 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.

DO NOT consider this subject if you are not prepared to read critically and to defend your ideas.
Qualification at a glance

The Pearson Edexcel Level 3 Advanced GCE in English Literature consists of three externally examined papers and one coursework component. The qualification requires the study of eight literary texts plus unseen poetry. Pupils must complete all assessment in May/June in any single year.

**DRAMA**
Pupils study:
One Shakespeare play and one other drama from either tragedy or comedy – both texts may be selected from one or both of these categories.

Critical essays related to their selected Shakespeare play. Pupils' preparation is supported by *Shakespeare: A Critical Anthology – Tragedy* or *Shakespeare: A Critical Anthology – Comedy.*

**PROSE**
Pupils study:
Two prose texts from a chosen theme. At least one of the prose texts must be pre-1900.

**POETRY**
Pupils study:
Poetic form, meaning and language
• a selection of post-2000 specified poetry
and
• a specified range of poetry from:
either
• a literary period (either pre- or post-1900)
or
• a named poet from within a literary period.

**COURSEWORK**

**Overview of content**
Pupils have a free choice of two texts to study.

Chosen texts:

- Must be different from those studied in Components 1, 2 and 3
- Must be complete texts and may be linked by theme, movement, author or period
- May be selected from poetry, drama, prose or literary non-fiction.

**Overview of assessment**
Pupils produce one assignment:

- One extended comparative essay referring to two texts.
- Advisory total word count is 2500–3000 words.
- Total of 60 marks available.
A Level Option Choices

FOOD SCIENCE AND NUTRITION

Head of Department: Mrs E Harvey
“It is good food and not fine words that keep me alive” (Moliere)

Exam Board: (WJEC) Level 3 Food Science and Nutrition Diploma
The qualification will be delivered over two years and is made up of three units:

Meeting the Nutritional Needs of Specific Groups – this involves a practical food show case and an externally marked written examination. You will demonstrate an understanding of the science of nutrition and nutritional needs in a wide range of contexts. You will experience ongoing practical sessions, to gain a wide range of high level skills to produce quality food items to meet the needs of individuals.

Ensuring Food is Safe to Eat – this is externally marked and involves experimentation and written research. This unit allows you to develop your understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Experimenting to Solve Food Production OR Current Issues in Food Science and Nutrition - studying one of the two optional units allows you the opportunity to study subjects of particular interest or relevance to you, building on previous learning and experiences. Learners who do not wish to take the full Level 3 Diploma in Food Science and Nutrition may be interested in the Level 3 Certificate in Food Science & Nutrition which is comprised of one mandatory unit.

Assessment structure
The WJEC Level 3 Diploma in Food Science and Nutrition is an Applied Qualification. This means that each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. It is assessed through a combination of a written exam and external assignment set and marked by the exam board and two centre marked assignments.

Awards are from Distinction* to Pass and are recognised in UCAS points and for university applications.

Why study Food Science and Nutrition?
• because you are creative and would like to learn complex practical skills
• because you enjoy a mixture of theoretical and practical lessons
• because you have a genuine passion for food and would like to join the food or nutrition industries

Beyond school
An understanding of Food Science and Nutrition is relevant to many industries and job roles. Care providers and Nutritionists in Hospitals use this knowledge, as do Sports Coaches and Fitness Instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that that support healthy eating initiatives. Possible university courses include:

• BSc Food and Nutrition
• BSc Human Nutrition
• BSc (Hons) Public Health Nutrition
• BSc (Hons) Food Science and Technology
A Level Option Choices

GEOGRAPHY

Head of Department: Mr MD 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 Price Waterhouse Coopers (PWC), 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 pupils, 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 recent years, together with an increase in pupils choosing 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/A 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.
### Year 13 Option topics:

**Two advanced physical options are studied:**
- Coastal environments; Hazardous environments (earthquakes, volcanoes, rivers, coastal and atmospheric hazards)

**Two advanced human options are studied:**
- Environmental management; Global interdependence.

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 is the possibility of taking the AS component of the syllabus at the end of Year 12 and carrying marks forward to complete the full A Level. Full details of the syllabus content and assessment can be found at: [Cambridge International AS and A Level Geography (9696)](https://www.cambridge.org/

There will be a number of exciting fieldwork opportunities available during Years 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 offers a wide selection of extra-curricular activities, trips and competitions which are designed to enhance pupils' interest and attainment in the subject: Senior Geography Society, Eco Club, Oxbridge essay competitions, exam-specific conferences and the Royal Geographical Society's Young Geographer of the Year award. Two pupils have achieved first and second place in this prestigious national competition in consecutive years. The Department has run various overseas field trips to destinations including Copenhagen and Malmö. Easter 2017 saw the launch of a five-day trip to Iceland, enabling pupils 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.
- 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.
Head of Department: Mr CW 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 pupils 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 doors to a range of jobs. 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, and Sir Howard Stringer, chairman of Sony, are examples of an impressive number of History graduates who have become leading personalities in modern Britain.

History is a subject for the intellectually curious. If you have a lively, questioning mind and prefer to challenge rather than accept what you hear and 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 80 pupils studying History in the Sixth Form and LGS pupils 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 pupils at A Level. Spain 1469-1598, The Wars of the Roses 1450-1499 and coursework in Year 13. Coursework makes up 20% of the final A Level grade and for coursework we have traditionally studied The Italian Renaissance 1380-1520 but from 2018 are also adding new options focussing on Tsarist Russia, the development of modern Germany and warfare through the ages. We generally have a non-twentieth century policy for A Level. This may seem daunting at first. However, pupils soon realise the benefit of this approach and become fully engrossed in the unusual and inspiring courses. Moreover, we have been praised by a great number of university entrance tutors who appreciate the fact that LGS pupils 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 pupils 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 has a thriving and vibrant extra-curricular side. Senior History Society (joint with LHS) runs on Monday lunch and Extension History (for aspiring History university entrants) on Tuesday lunch. Moreover, pupils 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 grasp the magnificence of the Italian Renaissance.

If you wish to know anything more about History please contact Mr Blackman c.blackman@lesgrammar.org or see any other member of the History department.
HISTORY OF ART (taught at LAS)
Exam Board: Edexcel

To study History of Art you should be:
- Highly self-motivated and open minded
- A perceptive and analytical thinker
- Passion and interest in Art and Humanities
- Interested and inquisitive about the world and people

Skills required:
- Able to form arguments and opinions both verbally and in essay form
- Critical thinking
- Confident and willing to take on new ideas and change your initial understanding of the world

Why study History of Art?
Art is a way of responding to the world around you, it reflects your beliefs and ideas and is a way of communicating this to others.

By studying History of Art you will be able to understand the reasons why Art continues to be such an important aspect of human life. You will also develop transferable skills allied to Law, Advertising, Business, Publishing, Media, Film, careers in Galleries, Museums and buying/selling Art. The subject also complements degrees in Art, Architecture, Humanities and Marketing.

What will you do?
You will learn how to analyse and describe works of Art, Architecture and Sculpture from the Western World and beyond in order to understand the times, people and cultures who created them. You will gain in-depth knowledge and understanding which will be a lifelong asset and will inform your everyday decision-making, opening your eyes to new ideas and new ways of looking.

Topics include:
- Themes in Art: War, Identity, Nature
- Key artists and architects in Western and non-Western traditions
- Movements in Art History such as: The Renaissance, Modernism in Europe and contemporary art and architecture in Britain and the USA.

Exams:
Paper 1 Visual Analysis and Themes
Paper 2 Movements in Art.
In addition to this, we encourage seeing and experiencing art works at first hand through, visiting exhibitions, galleries in the UK and internationally.
MATHEMATICS AND FURTHER MATHEMATICS

Head of Department: Mrs RL Cooch

Exam Board: Edexcel (9MA0 and 9FM0)

Why study A Level Maths?
Maths and further maths are very versatile qualifications. They are well respected by employers and are both "facilitating" subjects for entry to higher education. People who have studied maths are in the fortunate position of having an excellent choice of career. Many employers highly value mathematics qualifications because those pupils who have studied the subject are better at thinking logically and analytically. Through problems solving pupils will develop resilience and will become able to think creatively and strategically. By writing structured solutions, proof and justification of results pupils learn how formulate reasoned arguments and they develop excellent numeracy skills and the ability to process and interpret data.

For most STEM (Science, Technology, Engineering and Mathematics) degree courses, A Level Maths is a requirement and A Level Further Maths is often a preferred subject.

The skills you will learn in A Level Maths will benefit many other A Level subject including Physics, Chemistry, Biology, Computing, Geography and Economics. If you choose to study Further Maths it is likely to improve your grade at A Level because you will get extra practise and further consolidation.

A Level Mathematics is an interesting but challenging course. It will extend the methods you learnt at IGCSE and also introduce you to the world of Mechanics and Statistics.

Who studies Maths A Level at LGS?
Each year about 60 pupils choose A Level Mathematics. These are pupils who have generally received a good grade 8 or better at IGCSE – typically they will have scored in excess of 75% in their IGCSE exams. They are pupils who will have developed robust algebraic skills, and they will be comfortable with analysing problems logically.

Further Maths gives the pupils the opportunity to delve deeper into pure mathematics and study more branches of applied mathematics. This develops their interest in the subject and gives them a deeper understanding of the world of Mathematics. About 25–30 pupils study this each year. Anyone who is seriously considering applying to Cambridge or Oxford to study maths, natural sciences or physics, engineering or even medicine should consider doing Further Maths for A Level.

Why are A Level Maths and further Maths popular at LGS?
The Maths Department is easily the biggest in the school with 12 teachers and around two hundred pupils studying one of the subjects at A Level. Many pupils do very well at IGCSE and this success continues at A Level. Around 70% of single maths candidates gain either A or A* at A Level and 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 and the remaining third is equally split between mechanics and statistics. In Year 12 pupils will study all 3 of these components and they will then be extended in Year 13. Pupils 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. 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. There is also some more mechanics, which makes it a relevant subject for anyone wishing to study engineering. A Further Maths candidate is taught the A Level material in Year 12 and the Further Maths material the following year. He will have 18 periods of maths per week with three different teachers.
MODERN LANGUAGES

Head of Department: Mr MM 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 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.

Over the two-year course you will learn a lot 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. 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 (this is called the Independent Research Project) which will be discussed during the exam.

The A Level examination is as follows:

French (7652)


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).
A Level Option Choices

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 A 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**

**Director of Music:** Mr R West  
**Head of Academic Music:** Ms N Bouckley

**Exam Board:** AQA (Music 7272)

**Why study Music?**
Music A Level is an incredibly diverse course, encompassing a variety of practical and academic approaches to the study of music. The varied nature of the course enables pupils to develop highly-desirable skills in areas such as independent learning, self-management, teamwork, problem-solving, communication and creativity. Music A Level is highly regarded by universities and Music colleges (conservatoires) alike, and is a pathway to almost any degree course. Taught in mixed classes across all three senior schools in our state-of-the-art facilities, the additional support for any musician at the Loughborough Schools Foundation is unrivalled. In addition to the timetabled allocation (10 periods a week), most pupils will also be entitled to a repertoire session (half an hour a week) supporting performance skills. There are also numerous ensembles and choirs available for pupils to access, which all play a big part in developing any musician, and should be seen as a must for any A Level Musician.

Music A Level is structured around the same 3 components that have been studied at GCSE; performance, composition, listening and appraising.

We follow the AQA course [www.aqa.org.uk/subjects/music](http://www.aqa.org.uk/subjects/music) which is an interesting and exciting course, with an element of choice to the topics that you learn.

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<th>Component 1</th>
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<td><strong>What's assessed:</strong></td>
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<td>Exam paper with listening and written questions using excerpts of music</td>
<td>Solo and/or ensemble performing as an instrumentalist and/or vocalist and/or music production</td>
<td>Composition 1: Composition to a brief (25 marks) Composition 2: Free composition (25 marks)</td>
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<td>40% of marks</td>
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<td>3 areas of Study taken from: <a href="http://www.aqa.org.uk/subjects/music">Western Classical Tradition</a> (compulsory), Pop Music, Music for Media, Music for Theatre, Jazz, Contemporary Traditional Music, Art Music since 1910</td>
<td>A performance of 10 minutes of music</td>
<td>Compositions totalling 4½ minutes of music</td>
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**Facilities**
Loughborough Schools Music is housed in an award-winning, purpose-built building, which stands at the heart of the Loughborough Schools Foundation campus. Pupils from all four schools receive their academic and instrumental tuition, ensemble and choir rehearsals in this fantastic and inspiring space. Facilities are state of the art with a 120-seat Recital Hall and newly equipped Music Studio forming a backdrop for
regular performances and workshops that take place throughout the year. Sixth Form lessons are taught in joint classes from across the Foundation, and significant numbers of A Level musicians go on every year to study not only Music at universities and music colleges across the country, but also medicine, sciences, architecture and many other subjects.

Loughborough Schools Foundation is one of only 175 establishments worldwide to hold the accolade of being an All-Steinway School, which now sees them working in partnership with Steinway & Sons, makers of the world’s finest pianos. In addition to many other benefits, this has provided pupils and staff with 24 of the highest calibre Steinway pianos on which to learn, teach, practise and perform.

Music Technology

**Director of Music:** Mr R West
**Head of Academic Music:** Ms N Bouckley

**Exam Board:** Edexcel (9MT01)

**What is Music Technology A Level about?**
The Music Technology A Level course provides pupils with a grounding in both the theory and history of Music Technology and its practical application through a range of coursework-based tasks. Pupils will learn to sequence, record and arrange using modern, professional-standard technology. This course has an emphasis on practical projects making use of our new recording studio.

**Why should I choose Music Technology A Level?**
If you have an interest in becoming a Sound Engineer, Record Producer or working in the Visual and Sound media then this course is for you. However, if you are also interested in learning how the Music you listen to every day is created and recorded then you will find this course relevant and interesting.

**What will you need to do?**
- **Recording:** Pupils will produce one recording, chosen from a list of 10 songs, consisting of a minimum of 5 instruments. They will record each instrument and then edit, process and mix them using appropriate sequencing software.

- **Technology-based composition:** Using a combination of sampled, recorded and MIDI tracks in imaginative and creative ways, pupils will create, edit and structure an entirely technology-based composition.

- **Listening and analysing:** A theory based unit with a listening paper at the end. Pupils will develop their listening and analysing skill through the study of a range of production techniques and the development of music technology in the last century. They will cover such genres as: Jazz, Blues, Rock ‘n’ Roll, Rock, Punk, Metal, Soul, Disco and Funk, Reggae, Acoustic and Folk, Commercial Pop, Urban, Electronic and Dance, Computer Games and Film.

- **Producing and analysing:** A techniques based unit with a practical paper at the end. Pupils will combine their learning from the other units to work with unedited audio and MIDI materials to process and correct them using the skills they have learnt, culminating in a series of audio bounces and a final mix.

**What can I do with an A Level in Music Technology?**
There are many career and higher education options open to anyone who achieves this qualification. These range from entry level jobs at many theatres around the country in their sound departments to the highly prestigious ‘Tonmeister’ Degree at Surrey University, which has produced many Sound Engineers and Music Producers. The A Level also provides you with many transferrable skills that will prepare you for the demands of higher education and the world of work.
PHYSICAL EDUCATION

Coordinator of Academic Physical Education: Dr PS Rhodes

Exam Board: OCR (unit H1555)

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 pupils. You can perform, and then through the academic study improve your performance or coaching through application of the theory. Physical Education is studied though 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?
A Level Physical Education will be delivered within LGS with the potential to combine certain activities with the LHS/LAS cohort.

A Level PE is an applied course in the context of sport. A Level PE is 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 pupils 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, as well as Physics to GCSE standard. 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, Physiotherapy, 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.

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

Head of Department: Mr GJ 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 course 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 pupils, it serves to broaden your analytical skills.

Core content
1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics

Option
9. Engineering physics

The course initially 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 A Level choice, 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 data loggers 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.
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 pupils 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, and 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.

Politics at A Level

This is an exciting time to study Politics given you will be studying the new A Level specification that began just last year. It is taught coeducationally with LHS and LAS providing pupils with a stimulating course of study in a mature environment that will well equip pupils for their examinations and the demands of university.

There are no preconditions for studying it at A Level, but pupils 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.

A Level Politics

The focus for your first year study will include topics such as: Voting & the Media; Democracy in the UK; Prime Ministers & the Cabinet; Political Parties; Relationships between the Branches of Government; the UK Constitution; Parliament; Elections and some fascinating core Political Ideologies (e.g. Conservatism; Liberalism, Socialism, Nationalism & Feminism). In addition to topics on UK government and governance, we also explore the politics of UK and the EU, which is timely post-Brexit!

In Year 2 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. Topics here include: Congress, the US Constitution, the Presidency, Civil Rights, US & the Supreme Court. This has unfailing been a popular subject with consecutive pupils for some years in this department.

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 pupils routinely secure places at (including LGS’s first pupil to study at Harvard University, USA). Politics is useful for pupils who plan to study anything from History to Medicine - or indeed the good number of our pupils 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. … Interestingly, 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 pupils 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 pupils themselves. Thus far it has organised a series of debates reflecting current affairs, the Alternative General Election of June 2017 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 pupils’ 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 (Reading Room or at m.dawkins@lsf.org), or Miss Jenkins (Red House B or at s.jenkins@lsf.org).
PSYCHOLOGY (taught at LHS)
Head of Department: Mrs A Kenyon

Exam Board: AQA Psychology

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. Pupils 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.

Assessment
Assessment is based upon three exam papers. There is no coursework

Paper 1 - Introductory topics in psychology: Social influence (conformity and obedience), memory (types, forgetting and eyewitness testimony), attachment (child development)

Paper 2 - Psychology in context: Psychological concepts, theory and research, biopsychology, psychopathology (abnormality – phobias, depression and OCD),

Paper 3 includes the following topics: Gender, issues and debates in Psychology, Schizophrenia and Forensic Psychology.
RELIGIOUS STUDIES

Head of Department: Revd D Owen

An introduction to the A Level Course:
The religious studies course has three components: Philosophy of Religion, Ethics, and Study of a Religion (Christianity).

What Religious Studies has to offer pupils:
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.

GCE A LEVEL in RELIGIOUS STUDIES

SUMMARY OF ASSESSMENT

Pupils 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

Pupils 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

Pupils 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

Pupils 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 pupils 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.
SOCIOLOGY (delivered at LAS)

Sociology is the study of society, the people within it and their behaviour. The course provides pupils with an understanding of sociological theories such as Feminism, Marxism, the New Right, and the application of these theories to everyday issues. Pupils 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. It will be a new subject at A Level for you and it is not expected that you will have any prior knowledge apart from your own experiences in families, education and religious organisations. Crime and deviance may very well surprise you and this is also particularly useful if you study Forensic Psychology.

A Level Course Content:

Year 12
Education with theory and methods: The Education unit 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. How schools market themselves and the impact of government policies are also examined.

Sociological Methods provides pupils 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. These will be studied throughout the course and you will have some working knowledge from your other courses to use in Sociology.

Families and households covers a wide range of items including changing patterns of marriage with families being so diverse these days. Gender roles, domestic labour and relationships within the family in society are studied as well as childhood and the status of children within families.

Year 13
Crime and deviance with theory and methods investigates social order and social control but also how ethnicity, gender and social class can be influential. Recent patterns and trends in crime are also part of the course and you may be surprised how the use of knives and acid attacks has demonstrated trends. We also look at crime from a global aspect too so drugs consumed here may have been produced in Afghanistan, Colombia or even as close as a warehouse on an industrial estate. The role of the criminal justice system is also part of the course and we visit courts to see how the law is applied and criminals sentenced.

Beliefs in society is also broad in coverage looking at ideology, science and religion. Over time, traditional religions have been central to relationships between social change and social stability. Now other religious organisations, including cults, sects, denominations, churches and New Age movements have emerged so we look at these and the relationship between different social groups and religious/spiritual organisations and beliefs and practices. It’s not a course on religion but an examination of a particular function within society, and quite influential too.

Assessment
Year 13, there are three 2-hour exams and consist of a mixture of short answer and extended writing questions.
This subject is very useful for pupils 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 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:

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.

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 pupil.
## A Level results 2018

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| Candidates   | 122 |
| Totals       | 401 | 70 | 119 | 114 | 69 | 18.3% | 48.4% | 76.3% | 93.2% |

| EPQ           | 25  | 8  | 9  | 5  | 3  | 32.0% | 68.0% | 88.0% | 100.0% |