Sixth Form 2019-2021
Academic Programme
33% of grades were at A*, two thirds at A*/A
80% of bursary students scored at least 3 A grades
17 students secured places at top North American universities
6 students will be attending prestigious Art Foundation courses
88% of students gained places at their first choice university
23 students are heading to Oxford and Cambridge

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>ENTRIES</th>
<th>A*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Art</td>
<td>17</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>52</td>
<td>9</td>
<td>19</td>
<td>18</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Classical Civ</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>40</td>
<td>18</td>
<td>14</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Computing</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drama</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Economics</td>
<td>52</td>
<td>6</td>
<td>28</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English Literature</td>
<td>51</td>
<td>25</td>
<td>16</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>French</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Geography</td>
<td>31</td>
<td>6</td>
<td>12</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Government &amp; Politics</td>
<td>21</td>
<td>1</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>History Pre-U</td>
<td>36</td>
<td>9</td>
<td>14</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>History of Art</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Latin</td>
<td>12</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>114</td>
<td>41</td>
<td>37</td>
<td>20</td>
<td>11</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Maths (Further)</td>
<td>23</td>
<td>11</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Music</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Philosophy and Theology</td>
<td>23</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Photography</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physics</td>
<td>53</td>
<td>14</td>
<td>21</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Russian</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>19</td>
<td>7</td>
<td>10</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTALS</td>
<td>608</td>
<td>180</td>
<td>229</td>
<td>141</td>
<td>42</td>
<td>11</td>
<td>3</td>
</tr>
</tbody>
</table>
THE LATYMER UPPER SIXTH FORM 2019-2021

ACADEMIC ROUNDED GROUNDED
THE LATYMER SIXTH FORM 2019-2021

THE SIXTH FORM ACADEMIC PROGRAMME

CONTENTS
This is a bookmarked pdf. For easy navigation open the bookmark panel. All contents pages are also linked. Click on any title to move to the relevant section.

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>The Latymer Sixth Form Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>University Views on our Curriculum</td>
<td>5</td>
</tr>
<tr>
<td>The Range of Courses</td>
<td>6</td>
</tr>
<tr>
<td>Building a Programme</td>
<td>11</td>
</tr>
<tr>
<td>Making Core Choices</td>
<td>15</td>
</tr>
<tr>
<td>How to choose A Levels/Pre-U courses</td>
<td>16</td>
</tr>
<tr>
<td>University Applications</td>
<td>18</td>
</tr>
<tr>
<td>Additional Advice from the Careers and Higher Education Department</td>
<td>22</td>
</tr>
<tr>
<td>The Library</td>
<td>23</td>
</tr>
<tr>
<td>Core Subject Information</td>
<td>24</td>
</tr>
<tr>
<td>Latymer-designed Elective Courses</td>
<td>61</td>
</tr>
<tr>
<td>The Latymer Research Report</td>
<td>78</td>
</tr>
<tr>
<td>The Latymer Diploma (Leaver’s Certificate)</td>
<td>79</td>
</tr>
<tr>
<td>The Latymer Learner Profile</td>
<td>81</td>
</tr>
<tr>
<td>Leavers’ and Post A Level Applicants’ Destinations 2018</td>
<td>83</td>
</tr>
</tbody>
</table>
Dear Parents and Students

**The Latymer Sixth Form Curriculum 2019-2021**

Our principal academic aim in the Sixth Form is to prepare students in the best way possible to be outstanding university candidates both in terms of achieving the best possible results in public examinations and in terms of their academic learning more generally (their breadth and depth of study and the skills and attributes they develop). Beyond and consistent with this aim, we want to ensure all our Sixth Formers have both a depth and breadth of experience both inside and outside the classroom – we want our Sixth Formers to be Academic, Rounded and Grounded, in line with the Latymer Learner Profile (see page 81). That is why since September 2017 our Sixth Formers have experienced a new and exciting curriculum. Academically, Sixth Form students follow a curriculum that is designed to stimulate the mind and equip them to think and study effectively. Our curriculum is flexible so all students will have the opportunity to excel.

We want to help every student make the right choices as they think about their Sixth Form Academic Programme. This can be a daunting and demanding exercise, given the range of choice, which is why we have a careful process to support pupils (and parents) to enable them to make the right choices. This booklet sets out that process and serves as a key basic reference point for both parents and students.

**Linear A Levels**

You may be aware that nationally there have been some significant changes to A Levels. The key changes are threefold:

1. Specifications have been revised in terms of content and sometimes approach (for example, by reducing the amount of coursework as opposed to examined work);
2. All A Levels and Pre-U courses are linear in approach with all examinations taken at full standard and at the end of the two year course;
3. The AS Level qualification has been de-coupled from the A Level. This means that it effectively becomes a separate qualification of limited value and will not count towards the full A Level.

We are in a fortunate and strong position at Latymer Upper because we already had a linear approach to our teaching and learning in the Sixth Form and so are used to preparing our students for A Level and Pre-U qualifications with all exams taken in the Upper Sixth. We know that, for our students’ education, this is preferable as it allows for deeper and more coherent learning of subjects and provides for a better preparation for university study.

In the light of these changes and what we know of university expectations and what we know of the ever-changing, interconnected and globalised world with all its opportunities and its complexities, we spent two years reviewing our Sixth Form provision and what we hope to achieve for our students both inside and outside the classroom. We developed a Latymer Learner Profile that captures the last and this has shaped the Sixth Form curriculum offered here. We believe it captures the best of a traditional academic education whilst offering breadth, depth and opportunity that will enable our students to flourish at university and excel in the complex adult world more generally.

We have written to universities about our curriculum and, as you will see, their responses endorse our approach.

I commend it to you.

Andrew Matthews
Deputy Head (Academic)
The Latymer Sixth Form Curriculum

Latymer Upper School offers an exciting and innovative new curriculum that takes account both of the changes to A Levels and university expectations and also the need to educate students for the complex, interconnected and ever-changing world. We want our students to be Academic, Rounded and Grounded. So the curriculum offers both depth and extension, alongside breadth and opportunity. What is more, we want to provide a way for acknowledging how students contribute to the wider life of the School.

The Sixth Form Curriculum will have three main features: a common Core, Elective courses and a Latymer Diploma or Leaver’s Certificate.

The Core:

All students will follow the core curriculum. At its heart, of course, lies the requirement for all students to study three full A Levels or Pre-U courses – this is the academic requirement that universities expect. In addition, we will help to prepare students for university study by including a 10 week course on Research Skills and different types and theories of knowledge. And all students will take Games, undertake at least a term of Service activity and complete a series of Life Skills units.

Core Summary
1. Three A Levels or Pre-U
2. Knowledge and Research Skills course*
3. Games options
4. Service
5. Life Skills carousel
6. Keeping a Learning Journal

* Those choosing to study for the Extended Project as an Elective (see below) will undertake this course as part of their study towards that qualification

The Electives:

In addition to the core, students will have the opportunity to take a number of Elective courses. We are keen for students to extend their academic studies beyond their three A Levels. We are especially keen for students to undertake an Extended Project (or Latymer Research Report) and take advantage of the opportunity to follow one or more Latymer-designed short courses that will add breadth and interest to a Sixth Former’s academic diet.

Electives Summary

Students take one or more of the following
- Extended Project (dissertation, investigation, artefact, cyber security)
- Latymer Individual Research Report (e.g. equivalent of 3000 words)
- A choice of a range of one or two-term academic Elective courses internally created and certificated.
- A 4th A Level or Pre-U course
- Modern/Classical language – ab initio or AS level
- Maths or English Literature course (to AS)
- Extra Service

The Latymer-designed academic Elective courses will explore new areas of knowledge.
The Latymer Diploma/Leaver’s Certificate

Depending on the courses taken, responsibilities and engagement in co-curricular activities, students will qualify for a Latymer Diploma or Leaver’s Certificate at one of three levels (Pass, Merit, Distinction). This will recognise a student’s achievement across the range of school activity. To qualify for the Latymer Diploma students must have fulfilled the requirements of the Core, maintained a personal, reflective Learning Journal, and garnered at least 6 credits from the Electives and Co-curricular activities on offer in the Sixth Form. See page 79 for more detail.

University Views on our Curriculum:

We have written to universities about our new curriculum and approach and have already had some very positive responses. For example,

The London School of Economics says:
Having reviewed the details of your new curriculum and consulted with colleagues in the Undergraduate Admissions Office I am pleased to report that it would appear to be an excellent preparation for the programmes offered by the LSE. In particular, the Extended Project Qualification (or the Latymer Personal Investigation) are an excellent opportunity for a student to demonstrate the breadth of their study. As you are no doubt aware, the competition for places at LSE is fierce and as such there are never any guarantees that an applicant will receive an offer. Having said this, your updated curriculum will certainly give your students the chance to demonstrate their suitability for the highly academic programmes that we offer.

And Leeds University says:
Our core admissions decisions are based on the three A Levels, but we too are very keen to develop the wider person both intellectually and as a citizen. The dimensions you outline beyond the core curriculum look great, and we would expect applicants who have experienced that to be exceptionally well equipped to take advantage of and contribute a lot to our approach, where we combine a well-defined “Leeds curriculum” (http://curriculum.leeds.ac.uk/) with a “Leeds for Life” strand (https://leedsforlife.leeds.ac.uk/) aimed at capturing the wider experience in a reflective and developmental way. Viewed as a whole your approach seems to capture some of the best elements of the IB within the constraints of the A Level world, which isn’t easy.

Bristol comments:
The curriculum appears rich and varied and will provide excellent preparation for higher education.

Birmingham says:
I shared what you are putting in place for Latymer Upper School with some colleagues in the admissions community across the University, and the response (from those who have responded thus far) has been overwhelming endorsement. The general feeling is that if all schools could offer the same then the world would be a better place, or failing that we would at least get some excellent students, who would not only do well in their studies but would also make a very positive contribution to the life of the University. I wish you and your students every success.

Manchester says:
I am confident that the developments you outline will strengthen further the applications we receive from Latymer students. Whilst our entry requirements will continue to be expressed in terms of academic performance in level three qualifications, we continue to place significant emphasis on the interpersonal and soft skills which are so critical to a successful transition to higher level study. As such, we very much welcome your continued commitment to the EPQ and to the development of the Latymer Diploma. Such programmes are excellent vehicles through which students can develop the experiences and personal qualities we expect our applicants to evidence during the selection process.
THE RANGE OF COURSES

The Core

As part of the Core, we require Sixth Form students at Latymer Upper School to study THREE A Levels/Pre-U courses.

Why three? Because three A Levels/Full Pre-U courses will be the basis on which universities will base their offers.

NB For those wishing to study Mathematics with Further Mathematics we require students to choose a fourth A Level/Pre-U as part of their Elective programme (see below).

A Level and Pre-U courses:
All the courses listed below lead to full A Level or Cambridge Pre-U, with the exception of the Extended Project. The Extended Project is worth half an A Level, and more than an AS Level (because you can achieve an A* grade).

The subjects we offer at A Level and Pre-U are:
- Art and Design
- Art History (Pre-U)
- Biology
- Chemistry
- Classical Civilisation
- Design Engineering
- Drama
- Economics
- English Literature
- Extended Project
- French
- Geography
- German
- Government and Politics
- Greek
- History (Modern) (Pre-U), History (Early Modern) (Pre-U)
- Latin
- Mandarin (Pre-U)
- Mathematics
- Mathematics with Further Mathematics (Two A Levels)
- Music
- Philosophy and Theology (Pre-U)
- Physical Education
- Physics
- Photography
- Spanish

We hope to offer all these subjects, but one or two courses may not be viable if numbers are too low.

Please note:
- You will notice some subjects offer A Level courses and some Cambridge Pre-U courses. Full Pre-U courses are the equivalent of A Levels and are accepted as such by universities.
- If you wish to study both Art and Photography you must consult Mr Mumby, Head of Art. We would normally allow this only if there was a clear intention to go on to an Art school.

In addition to three A Levels/Pre-U, all students will take, as part of the Core, a course on Knowledge and Research skills, a carousel of ‘Life Skills’ courses, a term’s Community Service, Games and keep a Learning Journal.
The Electives:

Students will add choices from the Electives we offer to supplement their three A Levels/Pre-U courses. Some of these are Latymer-designed and Latymer-assessed; others are publicly examined and assessed. There will be plenty of advice and support to help you make your decisions about what to add to your Core academic programme in order to qualify for the Latymer Diploma and prepare you for university study.

A. Latymer-designed Elective courses [see pages 61 to 77]

These are designed to offer intellectual stretch, challenge and breadth to your Core programme, and to introduce you to new areas of knowledge and thinking and to subjects you may wish to consider for study at university.

Apart from the Latymer Research Report, the Latymer–designed Elective courses are taught as one or more ten week units each of c. 23 hours of teaching and a related assessment.

The range of Latymer-designed courses will be wide and we very much expect that every Latymer student will take at least two. The subjects on offer are many (over 30) and include, for example:

- Anthropology
- Psychology
- International Relations
- CADCAM
- Global Perspectives: An International Collaboration
- Myth, Thought and Reality
- Mathematical Computing
- Holy War: Past and Present
- Contemporary Political Ideas
- Ab initio Greek
- Maths for Social Scientists
- Effective Altruism
- Latin American Studies
- Sports Psychology
- Creative Writing

The Latymer Research Report (see page 78) is designed to offer students who do not wish to take the Extended Project a chance to demonstrate their own academic passions and ability to research, analyse, synthesise and report on a question of their own choosing. This would be done in a student's own time, usually over the summer term and summer vacation and commonly would take the form of a 3000 word research essay.
B. Publicly examined Electives:

Essentially there are three options here:

1. The Extended Project
2. A fourth A Level
3. Two year AS courses in Maths, English or Modern Languages

1. Extended Project Qualification

We strongly recommend that all students consider including the Extended Project in their choices. Our aim has always been to develop thinking skills and to encourage academic stretch and creativity. The Extended Project allows for this and we want all Sixth Formers to have the opportunity to study for one. The Extended Project counts as half an A Level, and, unlike AS, it is possible to achieve an A* grade. Our approach to the Extended Project is to offer breadth to students’ Sixth Form studies by teaching them skills, approaches, presentation and research methods through a broad-based course that exposes them to new disciplines and areas of thinking and subject, before they are helped to choose and then research a question of their own choosing. The Extended Project will not only provide a rigorous academic training, but will be a source of great personal achievement and pride for students. The Extended Project is timed so that students can write about it in their UCAS personal statements and the course is complete by the December of the Upper Sixth so that students can then focus on their three or four A Level subjects examined the following summer.

Extended Projects have been greeted very positively by universities; they see it as a good discriminator between candidates with similar A Level profiles. I quote from just a few universities to give a flavour of their positive attitude.

University College London: ‘UCL welcomes the Extended Project into the curriculum recognising that it will develop many of the skills necessary for successful study at university. For students presenting A Levels, UCL will be accepting a pass in the Extended Project as an alternative to the need to offer a pass in a fourth subject at AS Level.’

Oxford University: ‘The EP will provide an applicant with the opportunity to develop research and academic skills relevant for study at Oxford. Candidates are encouraged to draw upon their experience of undertaking the project when writing their personal statement, particularly if the topic is allied to their chosen degree course.’

Bristol University: ‘The University recognises that some A Level students may choose to offer the Extended Project. In such cases some admissions tutors may make two alternative offers, one of which involves success in the Extended Project (e.g. either AAA at A Level or AAB at A Level plus Extended Project).’

2. AS Courses

For those who wish to maintain a Maths element to their studies in the Sixth Form we offer an AS course in Maths. It is primarily aimed at those who wish to support the core A Levels/Pre-Us that require some Mathematical literacy beyond GCSE. AS Maths may also suit those students intending to study three Arts based A Levels, or to add to a combination including one or two sciences.

Similarly, for those who wish to continue to study a language, but not take it at full A Level, we offer courses in Spanish, French and German. We also offer an AS in English Literature.

3. A fourth A Level
Some students may wish to add a fourth A Level or Pre-U to their programme. All the subjects are available as a fourth A Level or Pre-U. The taking of a fourth A Level is a requirement for those studying Maths and Further Maths. The decision to take a fourth A Level or Pre-U should not be taken lightly but it will be a realistic option for some. Those wishing to consider a fourth A Level should bear in mind the workload involved and the limitations there will be for them in adding other Elective elements.

**FREQUENTLY ASKED QUESTIONS**

**Should I do a fourth A Level?**

A fourth A Level remains an Elective option, but apart from those who are wanting to do Maths and Further Maths, this is an option that requires very careful thought partly because of the nature of reformed A Levels, partly because of university expectations and partly because of considerations of workload and balance.

Anyone who is considering undertaking four A Levels should consult with their tutor, Mr Goldsmith, Mrs Collier (Head of Sixth Form), Mr Ben-Nathan (Director of Studies) or Mr Matthews (Deputy Head (Academic)). Clearly it is not an option that is out of the question, but we will need to be reassured that the choice is being made with eyes wide open and for the right reasons.

We have found that, even under the present system where some A Levels are unreformed, students find it very difficult to cope with the workload of four A Levels. This will be even more pertinent now all A Levels are reformed. What is more they find that universities are not concerned about the fourth subject (so many taking four drop to three during the course of Y12 or early in Y13).

The demands of a fourth A Level also restrict the time available for students to extend their reading and interest in the other three (a fourth A Level is not just another 13 periods, but also the extra 10 hours of private study/homework per cycle).

Anyone doing four A Levels will have little real scope for taking advantage of the breadth offered through other elective options.

Anyone doing four A Levels may feel less able to take advantage of the co-curricular opportunities in the Sixth Form (Societies, Clubs, Service, Round Square, Sport, Music, Drama etc.)

**What is the maximum number of Elective courses I can do?**

There is not a straightforward answer to this question. If we ignore the publicly examined options (Further Maths/Two Year AS, EPQ, 4th A Level) and look at the other Electives - Latymer-designed courses, Latymer Research Report, ab initio languages, then the answer is this:

1. If you choose not to do the EPQ, then you can do a maximum of three Latymer-designed Elective courses, plus the Latymer Research Report; or you could do a maximum of one ab initio language, plus one Latymer-designed course plus the Latymer Research Report;
2. If you choose to do the EPQ, then you could do a maximum of four Latymer-designed Elective courses, or an ab initio language plus two Latymer-designed courses. You could not do the Latymer Research Report.
3. If you are doing three A Levels plus an AS level or four A Levels, theoretically, the maximum you could add to that would be as in number 1 above.

**If I do Maths, Further Maths, and two other A Levels, do I need to do any other Elective courses?**

Yes. This is because we want you to achieve breadth and balance beyond your A Level/Pre-U commitments. We would expect you to take either two of the Latymer–designed Elective courses, or a Latymer-designed Elective option plus a Latymer Research Report. Bear in mind, a Latymer-designed Elective option is just a commitment to a single 10 week period totally just 30 teaching periods, with limited homework and assessment. The Latymer Research Report will allow you to
explore a complementary or contrasting area to your A Levels/Pre-Us that you are passionate about. Both these elements will enrich any university application and your personal statement.

**What exactly is the commitment if I take three Latymer-designed Electives – does that mean 18 periods a cycle?**

No. You will do one Elective course per term plus one term for the Knowledge and Research Skills course (i.e. the four terms up until the December of the Upper Sixth). The Elective courses each last 10 weeks (30 periods) with a total of about 5 hours homework across the 10 weeks.

**If I do four A Levels, do I need to take any Elective courses?**

In general, we advise against taking four A Levels. If we agree to four A Levels we would expect you to add either two of the Latymer-designed courses or one Latymer-designed course plus a Latymer Research Report. This is so you can demonstrate breadth and balance in your academic programme.

**Could I do three A Levels/Pre-Us and just two Latymer-designed Elective courses?**

Unless there were exceptional circumstances, the answer is no. Our minimum (and perfectly acceptable) programme requires three A Levels plus three Elective courses. These could be three Latymer-designed courses or two Latymer-designed courses plus the Latymer Research Report.

**Could I do just three A Levels plus the EPQ (or three plus a two year AS)?**

Unless there were exceptional circumstances, the answer is no. We would normally want you to add at least two other Elective courses – either two of the Latymer-designed courses or one Latymer-designed course plus a Latymer Research Report.

**Can I do three A Levels/Pre-Us plus both the EPQ and an AS, or two AS courses?**

No, mainly because this is a demanding programme that would in some ways be more than four A Levels/Pre-Us, but also because we will not be able to timetable it.
Over the coming weeks and months our aim is to help students put together a balanced programme for their Sixth Form studies that will balance depth and breadth in their studies and form a firm foundation for achieving the Latymer Diploma.

The three A Levels will take up 39/70 periods of the two-week cycle and students will be expected to undertake c. 5 hours private/homework study per subject per week in addition.

A further 7-9 periods will be taken up with Games options (4), Tutor/Lecture period (1), Life Skills (2) and Service (2).

For those not doing the Extended Project, there will also be one ten-week period where they will have 6 periods of the Knowledge and Research Skills course.

As a general rule we would expect a student to be occupied for at least 54 out of 70 periods in the Lower Sixth, but no more than 61 periods.

**Stage 1: Choosing three A Levels/Pre-Us**

**Depth**

The most immediate and important element in building this programme is to get the choice of three A Level or Pre-U subjects right. This requires students to think very carefully about their intellectual passions, interests and talents. It may also require them to take account of any university requirements for courses they may be interested in – such as medicine and engineering (See page 18).

We ask for three A Levels/Pre-U for three reasons:

1. Because universities give their offers on THREE A Levels. Except in a very few cases (e.g. certain medical schools) there is no expectation of a fourth publicly examined course. There is evidence that universities welcome the Extended Project and a few (e.g. Bristol) may adjust offers in light of this.
2. Because all A Levels and Pre-Us are examined at the end of the two years at the full A Level standard – i.e. they are more demanding than older modular A Levels. Until the reform of A Levels half the exams would be examined at a lower standard (AS Level).
3. Because a core diet of three A Levels provides opportunities for students to deepen their core studies further, to add breadth to their programmes without the pressures of public examinations and to pursue a range of interests beyond A Level subject areas.

**Stage 2: Choosing possible Electives**

**Enrichment: Adding breadth**

The second stage in building a programme is to consider which of the Elective opportunities a student wishes to add to the Core to provide breadth of study. There is a range of options here and a good deal of choice, so this stage may not be straightforward.

We offer a range of Elective options (See pages 61 to 77) that will give students the opportunity to explore a range of exciting areas – these Latymer-designed Elective courses are generally organised in single 10 week units. There is an opportunity here for students to develop real breadth in their academic programmes. Students can take up to four of these.
Students may opt for the Extended Project Qualification (see page 38) – a chance to explore an issue or question of particular interest to the student that may support university applications and show they can apply the study and research skills valued at degree level.

The Latymer Research Report also offers this opportunity and is undertaken in the student’s own time (See Page 78).

Students can opt for a two year AS course (in Maths, English or languages). Students can also opt for a fourth full A Level/Pre-U.

The case studies below may give a better flavour of the programmes students may wish to consider.

**Some Case Studies:**

1. **Algie Bra** has a very clear idea of his interests and aptitudes – he is very strong at and fascinated by Maths and Computing and ‘knows’ he wants to do Computer Science at university. His core choices are fairly straightforward and as he wants to study Further Maths he knows he needs to do a fourth A Level as one of his Elective choices. His interest in history and contemporary politics is reflected in his choice of Elective. He also decides to opt for the Latymer Research Report thinking he will focus on Game theory.

   Three A Levels: Maths, Further Maths and Physics
   Electives: Fourth A Level: Computer Science to which Algie added Legal Studies and the Latymer Research Report.

   Time: Maths/Further Maths (21 periods), Physics (13 Periods) Computer Science (13 periods) – total plus other elements of the Core = 54 periods; plus 6 periods in one term for the core Knowledge and Research Skills course, and 6 periods in a second term for one unit of the Arab-Israeli course. So for two terms = 60/70 periods, and for the other four terms = 54 periods.

   Algie plays Ist XI football, is a member of the orchestra and committee member of Round Square. He is on course for a Distinction in the Latymer Diploma.

2. **Ivy League** has a clear ambition to study for a Liberal Arts degree in the USA. She knows that US universities expect academic depth and breadth as well as co-curricular activities. A bit of an all-rounder, Ivy finds choosing three A Levels difficult and decides to take advantage of the AS options as well as the Latymer-designed Electives, whilst leaving time and space for her co-curricular interests in sport and service.

   Three A Levels/Pre-U: English, Spanish, Pre-U History

   Time: Three A Levels plus rest of Core (46/70 periods, plus 6 periods in one term for Knowledge and Research Skills) AS Maths (6 periods), plus 6 periods for other Electives over three terms – 58/70 periods

   On course, given additional Ist XI Hockey, Debating, and Service, for a Distinction in the Latymer Diploma.

3. **Anna Tomey** knows that she wants to go into medicine and so her three A Level choices are relatively straightforward. She has researched medical school requirements carefully. She wants to accommodate also her interest in performance drama and physics.

   Three A Levels: Chemistry, Maths, Biology
   Electives: AS English, Medical Ethics, Anthropology, Game Theory and Latymer Research Report
Time: A Levels plus other Core elements – 46/70 periods; AS English, 6 periods, other Electives (6 periods) Total: 58/70 periods.

On course, given her co-curricular music and drama, for a Distinction in the Latymer Diploma.

4. **Hugh Manitay's** interests and aptitudes are in World Perspectives, Geography and History. He does not enjoy sciences or the practical subjects. After much reflection and research over the various humanities he decides:

Three A Levels: Politics, Geography, Economics
Electives: AS French, Effective Altruism, International Relations, and How to set up a Small Business

Time: A Levels plus other Core elements – 46/70 period; AS French 6 periods; other Electives 6 periods. Total 58/70 periods.

On course, given co-curricular interests in Debating, MUN, and Football, for a Distinction in the Latymer Diploma.

5. **Des Einer** has really enjoyed the problem-solving and practical nature of Design and likes the idea of engineering as a possible future direction. That said, he has also always enjoyed political discussions in World Perspectives. He is a keen sportsman and aims to complete D of E Gold.

Three A Levels: Maths, Physics, Design
Electives: International Relations, From the Beatles to Brexit, Sports Physiology, Latymer Research Report

Time: Three A Levels, and the other Core elements (46/70 periods), plus one term Knowledge and Research Skills (6 periods). Electives 6 periods per term. Total between 52 and 58 periods

On course, if he maintains his sport (rugby/cricket) and D of E, to achieve at least a Merit in his Latymer Diploma.

6. **Al Kemmy** enjoys the sciences, especially Chemistry. He is also a very keen musician and may want to pursue this further at university. He is a hard-working, level-headed, well-organised and motivated pupil in Set 1 for Maths.

Three A Levels: Biology, Chemistry, Music
Electives: Fourth A Level in Maths, Electives in Psychology and Creative Writing

Time: four A Levels, plus other elements of the Core 59/70 periods, Elective/Knowledge and Research Skills 6 periods. Total 65 periods

On course, if he maintains his extensive extra-curricular music commitment, for at least a Merit in the Latymer Diploma.

7. **Oscar Winner’s** passion is Drama and hopes to go to Drama School after the Sixth Form. He enjoys many subjects and wants to take advantage of the opportunities for breadth without excessive pressure of high stakes examinations. He decides to combine Drama with English Literature and a foreign language and use the Electives to explore his interest in science and religion.

Three A Levels: Drama, English Literature, German
Electives: Drugs Disease and Eternal Life, Ethical Issues in Science, Bible Overview

Time: Three A Levels, plus other Core elements = 46/70 periods, plus 6-12 periods for
Electives and Knowledge and Research Skills. Total: 52 periods

With his strong commitment to Drama productions and to charities, Oscar is on course for at least a Pass in the Latymer Diploma

8. **Amanda Rin** has ambitions to become a top civil servant in the Foreign Office. She loves both her modern languages and is both good at and stimulated by study of English Literature. Whilst there are other areas of interest, such as History and Philosophy, she decides on:

Three A Levels: Spanish, Mandarin, English Literature
Electives: ab initio German, Holy War Past and Present, Latymer Research Report

Time: Three A Levels plus Core elements 46/70 periods, plus Knowledge and Research Skills (one term 6 periods) and Electives 6 periods. Total 52 periods

Amanda is interested in Service, Debating, Eco Society and plays netball for the school. She is on course for at least a Distinction in the Latymer Diploma.

9. **Harry Stottle** loves the world of ideas and has thoroughly enjoyed studying Latin and RS at GCSE. He also enjoys the problem-solving and logic associated with Maths. Harry enjoys MUN, Fem Soc and Academic Mentoring (Service).

Three A Levels/Pre-Us: Philosophy and Theology, Latin, Maths
Electives: Extended Project, ab initio Greek, History of Astronomy

Time: Three A Levels plus other elements of the Core (46 /70 periods: EPQ 6 periods), Electives (6 periods). Total 58/70 periods

Harry is on course for at least a Merit in the Latymer Diploma

10. **Polly Math** is an all-rounder and takes time over her choices. She researches carefully and thinks where her intellectual strengths and real interests lie. She balances her thinking on A Levels/Pre-Us against the Electives.

Three A Levels/Pre-Us: History, Biology, French
Electives: AS Spanish, Anthropology; Churchill, Lincoln, Luther King (The Ancient Art of Rhetoric) and Human Evolutionary History

Time: Core of three A Levels plus other Core elements = 46/70 periods; AS Spanish 6 periods; Electives 6 periods. Total 58/70 periods

Polly also undertakes D of E, Extra Service, debating and wants to be involved in extra-curricular Drama. Polly is on course for a Distinction in the Latymer Diploma.

11. **Imogen Ashun** is a creative person who is excited by all things artistic and has ambitions to go to Art School or to work in the creative professions. She enjoys literature and the performing arts too. There is a strong interest in charity work.

Three A Levels/Pre-Us: Art, Art History and English Literature
Electives: Creative Writing, Effective Altruism, Latin American Studies and Extended Project (Artefact)

Time: Core of three A Levels plus other Core elements = 46/70 periods; Extended Project (Artefact) 6 periods; Electives 6 periods. Total 58/70 periods

With her work in Service, charities and dance, Imogen is on course for a Distinction in the Latymer Diploma.
Making Core Choices: Selecting A Level/Pre-U courses

Latymer Upper School’s Sixth Form offers you an exciting choice of courses. Many of these courses are new to the curriculum and even those that continue from GCSE may develop in unexpected ways. The main purpose of this section is to help you to think about the major choices you have to make about your Core A Level and Pre-U subjects.

How are you to choose for the best?

Start by looking at all the courses that are available. Read the relevant handouts, written by the Heads of Departments, to see what might suit you. Remember you will be choosing courses that you intend to be studying for two years. Such choices are not to be made lightly and require careful thought and research. Check closely to see what qualifications and skills are needed and where different subjects and combinations might lead you in future. Take time, don’t rush to decisions and above all seek advice. The subject choice booklet and the Choices Evening is the start of a long process of consideration and reflection before choices have to be made.

How can we help?

The school is pleased to offer advice and information to help you with this important decision. Heads of subject departments, Mrs Collier, Head of Sixth Form, Mr Matthews, Deputy Head (Academic), and Mr Ben-Nathan (Director of Studies) will be pleased to assist with your individual questions about courses, qualifications and subject combinations.

Please Note the Following

Where the A Level is a ‘new’ subject, the typical GCSE subjects expected are as follows:

Classical Civilisation GCSE Latin or GCSE English Literature or History
Drama GCSE English Literature and practical experience
Economics GCSE Maths and English, Geography or History
Art History GCSE English Literature
Photography GCSE Art is usually required. (In exceptional cases candidates who have not previously studied Art may qualify with an A grade in GCSE DT, and a portfolio of Photography work approved by the Art Department.)
Government and Politics GCSE History preferred
Philosophy and Theology GCSE Religious Studies or GCSE History preferred
Physical Education GCSE Biology
In choosing their subjects, students should be guided **principally** by their **academic strengths** and **interests**. So the first two key criteria in selecting subjects are:

1. **How interested and enthused am I by a subject? Does this subject get my intellectual juices flowing?**

2. **Will I be good at this subject? Does the kind of thinking and intellectual demands this subject makes play to my aptitudes and academic strengths?**

Studying subjects that reflect a student’s abilities and interests is most likely to bring success. Choosing a subject simply because you perceive it as ‘useful’ is unlikely to bring success or satisfaction.

Students are invited to choose freely from the list of courses, but it may not be possible or desirable to provide every conceivable combination of subjects.

Strengths and interests should also guide a student’s thinking about Higher Education.

So, bearing in mind their interests and aptitudes, we advise that students choose the package and combination of courses that will prepare them best for their likely applications to Higher Education, as follows.

- Universities make their conditional offers for courses on the basis of three, very good, A Level/Full Pre-U grades.
- Include subjects that are appropriate preparation for your preferred degree course.
- Some Universities perceive subjects that include a substantial element of practical skill to be less academic, so be cautious about choosing more than one of these subjects in your three unless they are part of your preparation for a single, specialist field of Higher Education.

In thinking about choices it is important to note that:

- **Where a student is undecided about the future, choices will quite naturally be determined by interest in, and aptitude for, various subjects.** There is little to restrict the choice of the non-scientist, though various combinations of subjects are often followed and have been found advantageous; details are discussed in the various subject handouts available.

- **A student with scientific ambitions may find his or her choice of A Level subject rather more restricted.** For example, for the study of Medicine, an A Level in Chemistry and Biology are required. For Engineering, Mathematics and Physics are required A Level subjects. These may be combined with Further Mathematics, Chemistry or Design and Technology. By contrast, entry to the professions, teaching, the Civil Service, the Services, business and industry, rarely requires a particular A Level subject.

(Further guidance is included below, but **students should not take this advice as definitive**; particular courses at specific institutions may have their own requirements – James Flitcroft, Head of Careers, or Mrs Collier, Head of Sixth Form, will be able to advise.)

**The Russell Group of Universities: Informed Choices**

Most of the top universities belong to what is called the Russell Group. They have become concerned about the choices students make for Sixth Form study and have issued their own advice booklet. This advice can be obtained online using the following link:

[http://www.russellgroup.ac.uk/informed-choices](http://www.russellgroup.ac.uk/informed-choices)
The Russell Group’s principal concern is that the subjects that students choose for their three A Levels/Full Pre-Us are the right ones. They advise students to make sensible choices that keep their options open in **two** of the three subjects. We advise all students and their parents to read/view this advice carefully. None of it conflicts with the advice we give students.

The Russell Group includes the following 24 universities:

Birmingham, Bristol, Cambridge, Cardiff, Durham, Edinburgh, Exeter, Glasgow, Imperial, King’s, Leeds, Liverpool, LSE, Manchester, Newcastle, Nottingham, Oxford, Queen Mary, Queen’s (Belfast), Sheffield, Southampton, UCL, Warwick, York.

**Studying in the Sixth Form:**

Studying in the Sixth Form is different from study in the Middle School in a number of ways:

- You will be taught each A Level/Pre-U subject for 13 periods per 10 days over two years. (The EP and AS courses will be taught in about half this time over the two years)

- Study will be more in depth, will be broader, will require greater effort per subject and will be more intellectually demanding

- You will be expected to find five hours a week or so of time for study beyond taught lessons for each subject (i.e. c. 20 hours per week)

- You will be expected to work more independently and take more initiative than at GCSE.

- You will be expected to take personal responsibility for your learning

This may sound daunting, but bear in mind that for the first time you will be studying only subjects you have chosen (and so the presumption is, therefore, that you will be motivated and interested to take your studies to the next level). You will also have more freedom (and responsibility) to organise your time and when you do your out of class work. We will support you and, of course, you will have the fantastic resource of the Library for private study in your ‘free’ periods as well as at break, lunch and after school.

Your academic progress will be carefully monitored by your teachers and tutors and there will be regular assessments to help you know how well you are doing and to keep your studies on track.
University applications

University expectations

Admission to degree courses is mainly governed by performance (actual or predicted) at A Level and/or Pre-U. All but a very few courses at specific institutions will make offers on the basis of three A Levels/Pre-Us. It may seem counter-intuitive but universities are generally not interested in a fourth publicly examined course, though increasingly they do welcome students who have done an Extended Project.

Applications

Most students apply to university before A Levels/Pre-Us, either for a place for the following year, or for the year after that (known as deferred entry). Alternatively, one can apply after A Levels/Pre-U, taking a “gap” year. In the first case, Universities make conditional offers based A Levels to be taken at the end of the Upper Sixth; in the second they make unconditional offers based on A Level results. Competition for places, especially in the more popular subjects, such as English, Medicine, History and Law, and at all top universities is very keen. As well as proven ability in advanced study, candidates need to show the qualities of enthusiasm, commitment, capacity for sustained hard work, resilience, independence of judgement and primarily self-motivation. Some degree courses will require certain subjects to have been studied to A Level/Pre-U; others will accept any combination. For some subjects, it is important to have done relevant work experience: these include Medicine, Veterinary Science, Engineering and, to a lesser extent, Law. For these reasons it is essential to plan ahead.

Interviews and open days are held in the autumn and spring, and universities will make offers conditional upon A Level/Pre-U results. **Particular degree course subjects will often require specific subjects to be taken at A Level/Pre-U** (a selection of these is given below), so future choices will be affected by the decisions made at this stage. The most important requirement for all courses is good results in GCSEs and A Levels/Pre-Us.

Students should also be aware that a growing number of courses in an increasing number of institutions are now requiring students to sit admissions/aptitude tests. The results from these are used as a part of the selection process. Courses and institutions using tests for 2018 entry include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Test</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine, Dentistry, Veterinary Medicine</td>
<td>BMAT (Biomedical Admissions Test)</td>
<td>8 UK medical schools</td>
</tr>
<tr>
<td></td>
<td>UKCAT</td>
<td>Most other medical schools</td>
</tr>
<tr>
<td>Law</td>
<td>LNAT (Law National Admissions Test)</td>
<td>10 universities (including Oxford, UCL, Bristol)</td>
</tr>
<tr>
<td>PPE, PPL, Geography, Human Sciences,</td>
<td>TSA (Thinking Skills Assessment)</td>
<td>Oxford</td>
</tr>
<tr>
<td>Economics &amp; Management, Experimental</td>
<td></td>
<td>Cambridge</td>
</tr>
<tr>
<td>Psychology, Chemistry;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land Economy</td>
<td></td>
<td>UCL</td>
</tr>
<tr>
<td>European Social and Political Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>ELAT (English Literature Admissions Test)</td>
<td>Cambridge, Oxford</td>
</tr>
<tr>
<td>Course</td>
<td>Test</td>
<td>Institution</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Mathematics; Computer Science</td>
<td>MAT (Mathematics Admissions Test)</td>
<td>Oxford, Imperial, Durham (optional)</td>
</tr>
<tr>
<td></td>
<td>STEP (Sixth Term Entrance Papers)</td>
<td>Cambridge (some colleges), Warwick</td>
</tr>
</tbody>
</table>

**Cambridge**

In addition to the courses listed above, Cambridge uses its own written entrance tests for all courses apart from Music.

**Oxford**

In addition to the courses listed above, Oxford uses entrance tests for:
- Biomedical Science (BMAT)
- History (HAT)
- Physics, Engineering, Materials Science (PAT)
- Modern Languages (MLAT)
- Oriental Studies (OLAT)
- Classics (CAT)
- Philosophy (Oxford Philosophy Test)

It is important for candidates to check the requirements for individual courses as the number of tests is growing all the time and they may be announced with little warning. The School will provide full advice on university entry at the appropriate time.

Universities do have specific requirements in terms of A Level/Pre-U subjects and grades for entry to some degree courses. They may also be specific criteria for entry to universities abroad – see A Star Future ([www.astarfuture.co.uk](http://www.astarfuture.co.uk)). This information is readily available through the Careers Department and the Universities and Careers Firefly pages, university websites, and UCAS ([www.ucas.com](http://www.ucas.com)) and it is vital that assumptions are not made. The list given below is not exhaustive, but reflects the subjects about which misconceptions are most often held. In all cases seek advice on the detail.

**Subject Recommendations for University Courses:**

<table>
<thead>
<tr>
<th>DEGREE OPTION</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy, Finance and Management</td>
<td>Sometimes Maths.</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>None - breadth across arts/humanities recommended</td>
<td>Science such as Biology</td>
</tr>
<tr>
<td>Archaeology</td>
<td>None</td>
<td>Geography, History, a Science</td>
</tr>
<tr>
<td>Architecture</td>
<td>Art, portfolio of art work usually required</td>
<td>Art, Mathematics, D &amp; T, Physics. A broad range across arts/sciences is helpful</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>Art or D&amp;T</td>
<td>Most entrants complete 1 Year Foundation course following A Levels</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Chemistry plus Maths or one other science (Biology may be preferred)</td>
<td>Maths, Physics, Further Maths, Computing</td>
</tr>
<tr>
<td>DEGREE OPTION</td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Chemistry usually required plus two further science subjects, or Maths and Science. Biology preferred</td>
<td>Maths, Physics, Computing</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology plus one other science <em>(usually Chemistry)</em>.</td>
<td>Maths, Physics, Computing</td>
</tr>
<tr>
<td>Business studies</td>
<td>None</td>
<td>Maths</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry and in some cases Maths plus one other science <em>(usually Biology)</em></td>
<td>None</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>Chemistry and Maths. Sometimes Physics as well</td>
<td>Physics, Biology, Further Maths, Computing</td>
</tr>
<tr>
<td>Classics</td>
<td>Latin or Greek <em>(some courses allow you to start from scratch)</em></td>
<td>Modern Foreign Language, English Literature, History</td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>Maths</td>
<td>Computing, Physics, Philosophy and Theology, Further Maths</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Chemistry and Biology sometimes with Maths or Physics</td>
<td>Maths, Physics, Further Maths</td>
</tr>
<tr>
<td>Drama</td>
<td>English Literature, sometimes with Drama</td>
<td>No specific suggestions</td>
</tr>
<tr>
<td>Economics</td>
<td>Maths</td>
<td>Economics, Computing, History, Further Maths</td>
</tr>
<tr>
<td>Engineering</td>
<td>Maths, usually Physics</td>
<td>Further Maths, D&amp;T, Computing</td>
</tr>
<tr>
<td>English</td>
<td>English Literature</td>
<td>History, modern foreign language, Philosophy and Theology</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td>Physics, Chemistry and Biology</td>
</tr>
<tr>
<td>Geology</td>
<td>Two from Maths, Physics, Chemistry and Biology</td>
<td>Geography, Geology, Computing</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>English Literature, Philosophy and Theology, Government and Politics</td>
</tr>
<tr>
<td>Land Economy (Cambridge)</td>
<td>None</td>
<td>No specific suggestions</td>
</tr>
<tr>
<td>Law</td>
<td>None</td>
<td>English Literature, History, Maths, Politics and Government, Philosophy and Theology</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>None</td>
<td>A mixture of arts *(Humanities &amp; Social Sciences) and Science/Maths subjects</td>
</tr>
<tr>
<td>Material Sciences</td>
<td>Two from Chemistry, Maths, Physics, Biology</td>
<td>D&amp;T, Further Maths, Computing</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics, sometimes Further Mathematics</td>
<td>Further Maths, Physics, Computing</td>
</tr>
<tr>
<td>Medicine</td>
<td>Chemistry and Biology</td>
<td>Mathematics or Physics</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>Modern Languages</td>
<td>English Literature, History, Politics and Government</td>
</tr>
<tr>
<td>Music</td>
<td>Music and Grade VIII</td>
<td>No specific suggestions</td>
</tr>
<tr>
<td>DEGREE OPTION</td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>At least two Sciences plus Maths. A third Science highly desirable</td>
<td>No specific suggestions</td>
</tr>
<tr>
<td>(Cambridge)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing and</td>
<td>Biology or another Science</td>
<td>Chemistry, Maths, Physics</td>
</tr>
<tr>
<td>Midwifery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Chemistry and one from Biology, Maths and Physics</td>
<td>Maths, Physics, Computing</td>
</tr>
<tr>
<td>Philosophy</td>
<td>None</td>
<td>Philosophy and Theology, Maths, Classics</td>
</tr>
<tr>
<td>Physics</td>
<td>Maths, Physics</td>
<td>Chemistry, Further Maths, Computing</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>Biology</td>
<td>Chemistry, Maths, Physics, often P.E.</td>
</tr>
<tr>
<td>Politics</td>
<td>None</td>
<td>Government and Politics, History, Philosophy and Theology, English Literature</td>
</tr>
<tr>
<td>PPE</td>
<td>None</td>
<td>Maths strongly recommended; Government and Politics, History, Philosophy and Theology</td>
</tr>
<tr>
<td>Psychology</td>
<td>Sometimes one from Biology, Chemistry, Maths or Physics</td>
<td>English; a social science</td>
</tr>
<tr>
<td>Sociology</td>
<td>None</td>
<td>Geography, Philosophy and Theology</td>
</tr>
<tr>
<td>Sports Science</td>
<td>P.E. and sometimes Biology, Chemistry, Maths or Physics</td>
<td>No specific suggestions</td>
</tr>
<tr>
<td>Theology</td>
<td>None</td>
<td>Philosophy and Theology, English Literature, Physics</td>
</tr>
<tr>
<td>Veterinary</td>
<td>Chemistry and Biology and either Maths or Physics</td>
<td>Further Maths</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional Advice from the Careers and Higher Education Department

Support Available
- Your tutors and the Careers Department can help you think through your options.
- Ensure you take the time to speak with friends and family that know you well, as well as older peers who have been in the same position as you.
- Balance their advice against the specialist knowledge and experience of the Careers and teaching staff at the School.
- Book an appointment with the Head of Careers in person or by emailing careersadmin@latymer-upper.org.

Making Choices

There is a process you can follow when making decisions about personal choices. Consider where you are in the CASVE cycle depicted and work towards taking the next step forward. You can seek information from outside sources such as the National Careers Service (https://nationalcareerservice.direct.gov.uk) or the Careers Department.

Futurewise

All students in Year 11 at the School complete online psychometric assessments and are offered one to one guidance with an independent, qualified careers advisor through Futurewise. Engage in this process to inform A Level choices and your plans for the future. The programme will enable you to:
- Identify goals to meet career aspirations
- Develop deeper self-awareness (abilities, interests, personality, values)
- Develop action plans for next steps
- Understand where A Level choices lead, be able to justify decisions

The Futurewise profile report should also open your eyes to the wide range of opportunities available to you in the world of work and prompt further discussions with friends and family.

And Finally

Your choices should be based on your ability to achieve qualifications to the best of your ability. Barring specific vocations, A Levels and an undergraduate degree alone are insufficient to pave the way to a specific career or job sector. Below are some examples of Latymerians with their profession and degree choice:

- Commercial Fundraising Manager - American Studies, MA
- Artist Manager for Rocket Music Entertainment - Anthropology, BSc
- Managing Director at Morgan Stanley - Mechanical Engineering, MEng
- Freelance Photographer - Economics, BA
**The Library**

**Independent Learning and Research**
The Library offers Sixth Formers the exciting opportunity to discover their own interests and to develop the independent learning skills needed at university and beyond. We are here to support your taught courses, research and reading for pleasure. The collection includes: books, DVDs, newspapers and journals, as well as electronic resources: websites (via Oliver, the Library catalogue) and a collection of eBooks. You can search for resources in Oliver, our catalogue, and look up course reading lists from your teachers. There are three dedicated search points in the Library, but you can also access Oliver from any computer at school or remotely, via the internet. You can manage aspects of your own account online: seeing what items you’ve borrowed, renewing loans as needed, reserving books, etc.

The Library also subscribes to a number of academic online resources, which you can access from school or remotely by using the links on the Library’s intranet pages. These include: Britannica; Cambridge Companions Online; subject-specific databases, e.g. for Drama, History and Science; newspaper article databases, online journals and journal archives (including JSTOR), copyright-cleared image banks and more.

**Borrowing, Renewing & Reserving Items**
Sixth Form students may borrow up to 10 items at a time, at the discretion of Library staff. The loan period is a fortnight for most books. Items may be renewed as long as no one else has reserved them. If an item that you want is on loan, you can reserve it, either online or at the Library desk.

**Supporting Your Research**
A team of professional librarians is always on hand if you need help. We’re here to help support your studies and are receptive to suggestions for books and other resources.

**Private Study & Reading Areas**
In addition to comfortable reading areas, there are study tables to accommodate up to 104 students. We have 6 desktop PCs and 15 laptops, which are available to Sixth Form students during private study periods on a first-come, first-served basis. You are also welcome to use your own laptop or tablet, and may charge your device(s) while you work in the Library. We lend wireless keyboards to Sixth Form students to use within the Library (with your iPad).

**Printing, Copying & Scanning Facilities**
The Library has one printer and one photocopier. The copier also offers printing and scanning. These facilities are for academic work only. The library staff will help you to ensure that your printing, copying and scanning complies with copyright legislation.

**Terri McCargar (Librarian)**
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART AND DESIGN</td>
<td>25</td>
</tr>
<tr>
<td>ART HISTORY</td>
<td>26</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>28</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>30</td>
</tr>
<tr>
<td>CLASSICAL SUBJECTS</td>
<td>32</td>
</tr>
<tr>
<td>DESIGN ENGINEERING (DESIGN &amp; TECHNOLOGY)</td>
<td>34</td>
</tr>
<tr>
<td>DRAMA AND THEATRE</td>
<td>35</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>36</td>
</tr>
<tr>
<td>ENGLISH LITERATURE</td>
<td>37</td>
</tr>
<tr>
<td>EXTENDED PROJECT</td>
<td>38</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>43</td>
</tr>
<tr>
<td>GOVERNMENT AND POLITICS</td>
<td>45</td>
</tr>
<tr>
<td>HISTORY (MODERN OR EARLY MODERN)</td>
<td>47</td>
</tr>
<tr>
<td>MATHEMATICS AND FURTHER MATHEMATICS</td>
<td>49</td>
</tr>
<tr>
<td>MODERN LANGUAGES -FRENCH, GERMAN, SPANISH AND MANDARIN</td>
<td>50</td>
</tr>
<tr>
<td>MUSIC</td>
<td>53</td>
</tr>
<tr>
<td>PHILOSOPHY AND THEOLOGY</td>
<td>54</td>
</tr>
<tr>
<td>PHOTOGRAPHY</td>
<td>56</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION AND SPORT</td>
<td>57</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>59</td>
</tr>
</tbody>
</table>
Art and Design is an exciting and challenging course. You have to think for yourself, individually, intellectually, independently. Art will give you the opportunity to express and communicate your experiences and feelings using a universal language. You will be asked to look at yourself and your world, to see and appreciate the richness and complexity of both. You will be creative, and universities and employers are seeking creative, perceptive and well-informed young people. The creative industries are the fastest growing area of the UK economy. And Britain has the highest proportion of creative employment of any country in the world.

The A Level course builds on the skills, knowledge and understanding acquired at GCSE. Students will have the opportunity to explore a wide variety of artistic and creative experiences, contemporary and traditional, in any media, exploiting the fantastic space and expertise available in the Art School. Our Art School is very highly regarded.

The first year of the course will afford you the opportunity to experience a variety of creative media and strategies, instilling technical skills and aesthetic sensibilities. You will be encouraged to experiment and explore, extending your intellectual and visual awareness. You will get your hands dirty! You will compile a portfolio, by which termly assessments will be informed. Life classes will run throughout the first two terms and you will be expected to attend. Research into artists, their rationale and their outcomes will be central to much that you do, so an openness of spirit, and a desire to see artworks first-hand is crucial. That great pleasure is made easy by our comfortable access to so much contemporary and historical art, architecture and design in London.

In the summer of the first year you will begin your Personal Investigation. In this students will be expected to work in an entirely individual manner pursuing in depth their own creative journeys. The starting points will be references to contemporary and historical art practice, drawn from personal experience and in conversation with teachers. The practical and extensive artwork, in any media and to any scale, will be supported by sketchbooks and an extended analytical and contextual essay. This will, as at GCSE, provide 60% of your marks.

The Externally Set Assignment will run from February until the middle of May, when all of your art is submitted for assessment. Students will work from a number of starting points developing work in whatever manner they wish. You are the artists. This culminates, again as at GCSE, in an extended work made in supervised conditions, for which 15 hours are available. This will provide the other 40% of your marks.

Each year there is an Art Study Tour to either New York or Italy, to which A Level artists are invited. These have proved to be both very exciting and hugely supportive of portfolio development.

Art and Design may effectively be combined with any combination of A Level subjects. Its study is likely to be quite different to your other options. Students with an idea to work in design, art or architecture will need a portfolio to progress to their chosen courses, so Art should be one of their choices. Many years of experience have shown that all sorts of courses at Oxbridge, Russell Group universities and others have warmly welcomed Latymer applicants with Art and Design as one of their three A Levels.

David Mumby (Head of Art)
ART HISTORY

What is Art History?

We live in an increasingly image conscious world. The average number of photos uploaded each day to Instagram is 52,000,000, for example.

What do images say? How do visual messages manipulate an audience? Art History teaches you visual literacy and ways of assessing the meaning of visual material.

It is a new subject at A Level – we do not expect you to have any prior knowledge, just enthusiasm and a willingness to learn. The course introduces you to Painting, Sculpture and Architecture. We study western and non-western Art.

Art History is a great way to understand important moments of human development. We examine how and why works of art change in relation to their social context, for example, how discoveries in philosophy; psychology; science; politics; literature or music affect artwork.

Using Art as evidence, you will critically analyse the development of new styles and their significance. You will hone your ability to argue the most convincing interpretation of artwork, like the best lawyer.

What should I expect?

Latymer Upper has a long established tradition of students who love the subject.

Perhaps the best predictor of how well you can do in Art History is your English essays. You will need to translate the visual into the verbal.

As we are in London, you have access to great Art collections and libraries. We also enjoy study trips to places like Paris and New York. There are regular meetings of the History of Art Society with professionals earning their living from Art History related careers, like museum curators, Art dealers and artists.

What does the Pre-U Art History course cover?

We study the Cambridge Pre-U Art History course. It is a two-year course with 4 parts.

In ‘Analytical Studies in Western and non-Western Art,’ we study 30 set works including architecture, painting and sculpture. We learn the skills and terminology of visual analysis and about the materials and processes involved with different media. The historical context of the subject matter, including patronage, art criticism, and the social concerns of the time is studied. This gives a good chronological backbone to your knowledge and an invaluable transferable tool-kit.

Students then specialise in three historical periods of European Art from c.1790 – 1914. Topics include ‘Neo-Classicism,’ beginning with the excavations at Herculaneum and Pompeii and ending with the turmoil wrought by the French Revolution.

‘Romantic heroes,’ explores artists such as Delacroix; the scandalous story behind the ‘Raft of the Medusa’ and different images of Napoleon.

‘Brave New World’ looks at more avant-garde art at the turn of the twentieth century with artists such as van Gogh; Cézanne; Gauguin, Picasso, Egon Schiele and Matisse covering Post-Impressionism, Cubism and Expressionism among other styles.
A thematic strand covers a cultural exploration of the city of Paris. We learn about Parisian monuments, galleries and museums, and the lives and work of artists for whom the city has been important, to gain a greater insight into how the city has developed.

Finally, there is coursework. You can choose your own topic to write a 3,000-word essay. Previous topics have been as diverse as:

- How was David Bowie influenced by Fine Art in the 1970s?
- To what extent can you use van Gogh’s work to diagnose his ‘mental illness’?
- The influence of Celtic paganism on illuminated manuscripts in Britain.
- How did Alexander McQueen’s fashion design respond to ‘tribalism’ in 1997?

**How will I be assessed?**

Coursework worth 25% of the overall mark is due in the January of your Upper Sixth, which helps take some pressure off your summer exams. Universities rate the self-set question and academic research training this experience provides.

You are also assessed at the end of your Upper Sixth by three exams in the summer testing different written skills including short answers and essays.

**Keeping your options open: Sixth Form and beyond**

Art History is valued by universities like other essay-based disciplines. The breadth of the subject affords rich links with all other subjects. A good proportion of a typical class might do Art A Level, although you do not need to be able to paint or draw in order to take the subject.

Students often go on to study History of Art at universities including Cambridge, Leeds, Edinburgh and the Courtauld Institute, or, increasingly, pursue a liberal Arts course in America, for example.

Heritage-based tourism is estimated to be worth £20.2billion to the UK in 2016 and is massively important. An Art History qualification can pave the way for a career in museums, auction houses, or, as an Art dealer, or perhaps in the media.

Above all, you will acquire the skills to be able to enjoy a range of styles of Art; explore different cultural expressions and articulate your views insightfully for the rest of your life.

‘Whoever neglects the arts when he is young has lost the past and is dead to the future’ – Sophocles.

**Ruth Bell (Head of Art History)**
**Why Biology?**

Biology is one of the most interesting and dynamic courses of the moment. Reports are published daily on advancements in genetics, and the application of this knowledge is allowing medicine to correct genetic and degenerative diseases in a way never previously imagined. This subject is perfect for those who enjoyed GCSE but felt it left questions unanswered and for those wishing to have a greater understanding on how the living world works.

Exciting developments and improvements are being offered by exam boards in the new A Level. Throughout the two years you will develop essential knowledge and understanding of different areas of Biology and how they interrelate and learn the biology that underpins many of the current news stories.

**Aims of the course**

In Biology, students will study using a context-based approach that aims to introduce ideas within relevant and interesting settings that helps students anchor their conceptual knowledge of the range of biological topics required at A Level.

For example we look at cell division in the context of cancer and cell membranes in the context of cystic fibrosis. Pathology, Forensics and Neuroscience are also covered in detail in the Upper Sixth. This means students are able to study current topics that are constantly in the news as new findings are published.

A significant part of the course is dedicated to practical work. You will use your knowledge and understanding of principles and concepts to plan and carry out investigative work and analyse and evaluate data. The practical part of the course will prepare you for your university studies and teach you how to provide evidence, recognise correlations and causal relationships, evaluate methodology and resolve conflicting evidence. The course will be taught by two teachers and will be supplemented with a residential field course and lectures both in and outside school.

**Challenge**

Biology A Level at Latymer provides many opportunities to look beyond the A Level specification. One lesson per fortnight is dedicated to exploring the subject beyond the confines of the syllabus and looking in more depth into current developments. Past topics include parasitism, human evolution and the failed civilisations of Easter Island.

All students will receive a copy of *Biological Sciences Review*, a magazine published specifically for A Level students, which links innovative new research to their course material in an exciting and accessible way.

There are also a number of extension opportunities available outside lesson time for Biology students, such as the Science Society, Biology Book Club and CREST. All students can take part in the British Biology Olympiad, in which a number of students achieved Gold awards last year.

**Entry requirements and subject combinations**

To study Biology you will need either a grade A/7 in separate science Biology or AA/7-7 in dual award science, where you should attain grade A/7 standard in the Biology component of this examination.

Biology Students often find it useful to also study Chemistry. However, many sixth formers study Biology as their only science, purely to pursue their interest in the subject and it is complemented by a number of other courses, such as Maths, Geography and Philosophy & Theology.

**Career and University prospects**

Biology at A Level can lead to degrees in over 40 biological science disciplines at university from anatomy to zoology and is a requirement for those wishing to study medicine, dentistry or veterinary science. It is also a respected entry qualification for non-scientific degrees.

Pursuing a career in Biology can be immensely rewarding and exciting. Studying Biology teaches us to ask questions, make observations, evaluate evidence, and solve problems. Biologists may study cells under a microscope, insects in a rainforest, viruses that affect human beings, plants in a greenhouse, or lions in the African grasslands. Their work increases our understanding about the natural world in which we live and helps us address issues of personal well-being and worldwide
concern, such as environmental depletion, threats to human health, and maintaining viable and abundant food supplies.

**Details of Examinations**
You will take three written exam papers in June of the Upper Sixth that will test content from all the course. The papers aim to allow you to demonstrate your depth of knowledge as well as breadth and will contain a variety of question styles. You will also be awarded an endorsement for your practical work that will appear on your UCAS form.

Matt Reeve (Head of Biology)
CHEMISTRY

A Level Chemistry is a highly respected qualification that allows progression into many subjects at university. It provides prospective employers with evidence of intellectual discipline, which is relevant in all scientific as well as many non-scientific fields. Chemistry can therefore lead to some obvious careers such as medicine, pharmacy, dentistry, veterinary science, research and development, as well as careers in analysis, marketing, patenting, production, sales, personnel, management, technical writing, journalism, accountancy, law, IT, advertising and even careers in the financial sector.

Everything around us consists of atoms that are linked together in many different ways. Chemistry is the study of these atoms and how they interact with one another, so it can be considered as the central science, playing an important part in all the other sciences. Food analysis and brewing, plant growth and metabolism, the reactions of pollutants in the atmosphere, understanding the medical action of new drugs, from the rusting of iron to the development of silicon chips, even the formation of igneous rocks (geochemistry): none of these can be fully understood without the knowledge and perspective provided by Chemistry.

Not surprisingly then, Chemistry is a vibrant and challenging science. Current research in Chemistry is central to improving our understanding of the natural world, as it also has thousands of practical applications. The development of new drugs, new materials, new pesticides, and a host of other products that enhance our lives, arises from research. Chemistry is so important in the world that there are numerous employment opportunities for chemists and chemical engineers; the demand for graduates continually outstrips the supply.

In order to broaden your outlook, we will encourage you to subscribe to periodicals such as New Scientist, Chemistry Review or to become members of ChemNet (the Royal Society of Chemistry’s student body) which gives you access to free events; anything from a chemistry careers event, a research lecture at a university or a visit to industry to see chemistry in the real world. We also encourage you to visit lecture demonstrations and other events at UCL, Imperial College, the Royal Society and the Royal Institution. In recent years we have taken our Lower Sixth to ‘Chemistry in Action’, an event run at the London Science Learning Centre to show you the part that chemists continue to play in shaping the world around us. In addition we often host at school well known speakers at meetings of our ‘Chemistry Society’.

Advanced chemistry involves studying the relationship between factual knowledge and the fundamental principles derived from it. The A Level qualification builds on the knowledge, understanding and process skills you learnt in IGCSE. There is an increased emphasis on understanding and application rather than just recall.

Who is this qualification suitable for?
For students who
● have an interest in, and enjoyment of, Chemistry
● enjoy investigations through the application of imaginative, logical and critical thinking
● want to use Chemistry to support other qualifications
● can communicate effectively, research and think critically about problems

Course requirements
● a grade A/7 at separate science Chemistry or AA/7-7 in dual award science, where you should attain grade A/7 standard in the Chemistry component of this examination
● good numerical skills (rather than an extensive knowledge of mathematics)

Chemistry is perceived as a challenging A Level but your teachers will guide you extremely well and as long as you are prepared to work hard you will be rewarded with a high grade. The course at Latymer Upper is divided up so that two teachers take each group for each of the two years and there are four main areas of study:

Inorganic chemistry is extended and interpreted in terms of the Periodic Table. You study atomic structure, bonding, moles, redox and group chemistry.

Organic chemistry is studied in detail throughout the two years. Some of the reactions of carbon containing molecules are explained in terms of their reaction mechanisms. You study analytical techniques that are relevant to modern forensic science as well as examining organic syntheses; the
pathways that are used, for example, to make new pharmaceuticals. You are also made aware of the vast range of organic molecules in current use today.

**Physical chemistry** seeks to understand why chemical processes occur. Reactions are studied in terms of heat energy changes (energetics), equilibria and rates of reaction. The approach is numerical and by studying entropy, you appreciate why it is that reactions ever occur at all.

**Practical Skills.** There is continuous monitoring of practical work throughout the course as an exam board requirement. Practical work is therefore a very important tool for study in the Sixth Form. Theory and practical work are integrated and developed at different levels throughout the course. You will gain the skills of an analytical chemist as well as become knowledgeable about making important transformations.

*Ed Forbes (Head of Chemistry)*
CLASSICAL SUBJECTS

The school offers three Classical subjects in the Sixth Form, Latin, Greek and Classical Civilisation. Latin (and/or Greek) and Classical Civilisation may be studied alone or both may be taken: this might be an excellent basis for studying the ancient world at university.

LATIN

The study of Latin is an excellent way into the world, values and achievements of the Romans. It involves the study of language, literature, history and culture and its great strength is its breadth. It is rewarding but it is also very demanding on your determination and ability to learn and remember. It can combine well with all other literary, linguistic or historical courses and some good results have come in the past from students offering it along with scientific subjects or Maths.

There are three areas of assessment in the A Level course; ‘unseen’ translation, comprehension with some questions on language use, and the study of ‘set texts’.

For the A Level exams you have to study four set texts each of about 230 lines or the prose equivalent, in addition to studying the language. Students develop their literary and language skills through the study of Ovid, Cicero, Catullus and Tacitus, for example, and will have the opportunity to make a personal response to the texts: this skill, of course, is something they will already have developed at GCSE. For language work, students will be asked to translate passages from Latin to English: to enable them to do this, they will have an opportunity to analyse the language in far greater detail. They will also have the chance to respond to passages they have not met before.

In all we do in Latin we study carefully the underlying ideas and approaches of each author’s work, and the way in which they choose and use words, marshall arguments and shape their writing. All this will deepen your own skills in language, in constructing sentences and longer pieces, and strengthen your knowledge and skill in using English and in organising your thoughts on paper; it is exactly these skills of rhetoric and persuasion that ‘rub off’ on anyone who sensitively reads the writings of the Roman world, and their usefulness in life is clear.

GREEK

The structure of the Greek course at A Level is identical to that of the Latin course. Students may wish to study Greek alongside Latin or on its own. Authors studied may include Aristophanes, Lysias, Homer and Thucydides.

CLASSICAL CIVILISATION

In Classical Civilisation students will study Epic Poetry (Homer and Virgil), Greek Tragedy and Athenian Democracy. Students will read parts of the Odyssey, Iliad and Aeneid and study their plots, characterisation and narrative qualities. This will give students great insight into ancient Greek societies, their social structure and their values and beliefs.

In the drama topic you read and study plays by the Athenian tragedians who founded the whole tradition of European theatre, and the great comic writer Aristophanes. You will learn the plays’ plots and characters, the social, political and religious contexts in which they were produced, the skills and outlooks of their authors and consider just what defines tragedy and comedy. The plays form an excellent way into the life of Athens at her zenith, the time of the invention of democracy, drama and philosophy, and you will be using their texts as clues in the detective work of reconstructing life at the time.

You will also study Athenian democracy. This will give you an opportunity to learn about the origins of Western democracy from the original Greek sources.
If you enjoyed the background part of your Latin lower down the school, but found the language work hard, or if you want to learn more about the two classical cultures which have shaped so much of the modern world, particularly if you are studying English or History and want more breadth, or if you are chiefly a scientist but would like an interesting ‘Arts’ subject to balance your studies, Classical Civilisation could be what you are looking for. You will need to be willing to work hard, to read quickly and write essays efficiently. If you have not done GCSE Latin or Greek, we will want you to score at least an A/7 at GCSE in History or English Literature.

Marcel Lewis (Head of Classics)
Why Design Engineering?
Design and Engineering are some of the most useful and exciting careers. Engineers and Designers are people who think creatively to solve real world problems. Engineers and Designers don’t spend all their time doing calculations, but they do rely on maths and science principles. Designers and Engineers affect every aspect of life and uniquely are empowered to change the physical world. They imagine and build every single device we use, from remote controls to bullet trains, they also write the software to power it all. They design and construct the roads, bridges, cars, planes to move us. The world needs them, particularly as the demand on our planet increases.

What is Design Engineering?
Design Engineering is focused towards engineered and electronic products and systems; the analysis of these in respect of function, operation, components and materials, in order to understand their application and uses in engineered products/systems that have commercial viability.

The Design Engineering qualification has been devised by working closely with higher education and industry to ensure that the qualification fulfills the requirements that support educational and career progression. There has also been a focus on ensuring that the content reflects authentic practice, giving an insight into the way that creative, engineering and/or manufacturing industries function. Learners are thus enabled to make the connection between the knowledge, understanding and skills they develop and how this will benefit them in the future.

Learning about design, technology and engineering strengthens learners’ critical thinking and problem-solving skills within a creative environment, enabling them to develop and make prototypes/products that solve real-world problems, considering both their own and others’ needs, wants, aspirations and values.

What will I do?
70% of the assessment of a design project focuses on the actual process of designing: the thinking, problem-solving and experimentation to enable creativity, innovation or even invention. Students draw on feedback and opinion from others as well as managing their own thought process to tell a story of the design iterations they’ve been through. This is a real-time chronological account of the process you’ve gone through, which will be heightened by the use of audio and video clips.

How will it be assessed?
When it comes to assessment, this is a brief outline of the key requirements for the iterative process:

- Investigating context based challenges (set by the exam board)
- Writing a unique design brief
- Identifying requirements
- Developing a technical specification
- Planning of making for the final prototype(s)
- Making the final prototype(s)
- Photographing and videoing the final prototype(s)

The evidence you create will include:

- A chronological portfolio
- Photographs and videos of a final prototype(s)
- Teacher observation that validates the authentication of a student’s level of independence.

Where it might lead?
Typically, the majority of our A Level students go on to study Engineering, Architecture or Product Design. The Russell Group of Universities in their booklet “Informed Choices” states D&T is a very ‘useful’ qualification, combined with Maths and Physics, for Engineering degrees.

Further information and a full specification can be obtained from: http://www.ocr.org.uk/qualifications/as-a-level-gce-design-and-technology-h004-h006-h404-h406-from-2017/

Ed Charlwood (Head of Design)
DRAMA AND THEATRE

Theatre Studies is a highly varied and challenging course that encourages students to think about theatre in its broadest sense. Students explore a variety of dramatic texts both practically and through written work and are encouraged to see as wide a range of theatrical presentations as possible.

Theatre Studies is a popular A Level. The practical element is a significant one and consequently most A Level students are committed performers. However, it is possible to achieve high marks as a designer. A genuine interest in theatre and an ability to approach it analytically is expected. The two-year course is examined by practical assessment, written logs which support the practical work and a written paper.

The study of texts in Drama and Theatre differs from that in other subjects. In English, for example, consideration may be given to themes, character, structure etc. However, in Drama and Theatre, students are encouraged to consider the texts in performance, so that even a discussion of character will lead to an imagining of the character’s portrayal. Practical exploration is the focus of the course and students do much of their study on their feet.

In the first year of the course the students will devise a play for performance as well as exploring a number of theatre practitioners in practical workshops. Set texts are also studied, in relation to the work of well-known theatre makers. In the second year they perform extracts from plays and take an exam in which they write both about live theatre that they have experienced and their set texts. Live theatre is at the heart of the course and theatre visits are essential elements of the course.

Many of our students go on to read drama at university and some apply to drama school. It is also possible to study combined courses. Degrees such as English and Drama or a language combined with Drama are especially popular. Other combinations are also increasingly on offer.

Beyond school and university students might consider careers in theatre, television, film (either performing or behind the scenes), writing, journalism, media, politics, business or communications.

Justin Joseph (Director of Drama)
**Why Economics?**
The subject is vital for an understanding of the contemporary world in which we live. People are deeply concerned and interested in the areas in which economists undertake research. Issues that economists analyse include:

- What caused the credit crunch and how do we solve the problem?
- Why are celebrities, investment bankers and premier league footballers paid so much?
- What causes world poverty?
- Can we have prosperity while improving the environment and dealing with global warming?
- Should drugs be decriminalised?
- Why does a Latte (about £2) from Starbucks cost so much more than the coffee itself (about 10p)?
- How can we increase human happiness and welfare?
- How can we solve the problem of congestion?
- What causes crime rates to rise and fall?
- Is Primark’s success based upon ‘exploitation’?

Economists develop theoretical approaches that enable them to analyse the consequences of human behaviour. Recent research has emphasised the role of social psychology in the decisions that individuals make. So, the subject analyses what incentives lead to certain human actions.

**What do I need to study Economics?**
The capability to think logically and analytically is vital in Economics and the ability to think clearly and write organised essays is important. A Level Mathematics is not necessary for A Level Economics, but analytical intelligence is very useful. As such, it is advisable to have an A/7 grade or above in Mathematics at GCSE. Please note that if you are thinking about doing Economics at university you may need to study Mathematics at A Level. Indeed Further Mathematics is preferred if you wish to study Economics at Cambridge.

**Where do you go with Economics?**
Many of our students study Economics and related subjects at University such as P.P.E. at Oxford, Economics and Management or Land Economy at Cambridge or Economics at the L.S.E. Many of our students have gone into the Media, T.V., Journalism, Law, Medicine, Finance and Politics.

**What subjects does it go with?**
Economics is a highly respected, traditional and numerate discipline. Therefore, it combines well with Arts subjects by developing numeracy skills and Science subjects by developing literary skills. So it combines well with Politics, History and Geography as well as Mathematics, Chemistry and Physics. Also, it is popular with linguists as employers often demand numerate French or Spanish speakers. Economics is a social science so it is useful to broaden out the skills of students on the ‘Arts’ side who may wish for example to study English at university as well as being a subject that strong mathematicians often relish.

**What’s in the course?**
The course is split into two. Micro economics examines individual markets and firms as well as the advantages and disadvantage of the market mechanism. Macro economics focuses on how the whole U.K. economy is performing, the role of Government and globalisation. The course is assessed through written examinations. Potential economics students should be aware that the subject at A Level involves the need for mathematical skills and the ability to analyse problems logically.

Mark Wallace (Head of Economics)
The study of English Literature at A Level, freed from the constraints of the GCSE, allows you to explore texts of the most exciting, moving and thought-provoking level. Not only is it often one of the most formative experiences (so many adults remember vividly their A Level texts throughout their life), but it will also equip you with a range of skills that can be applied to all disciplines and occupations later on. It is very highly regarded by universities and employers because of the rigour and complexity of the skills and knowledge that the subject demands.

In some respects, the course builds on and enhances the skills developed at GCSE – close literary analysis; the ability to structure a sound and reasoned argument; tenacity and thoroughness in research; empathy and the capacity to think conceptually; a certain elegance and distinctiveness in written style. However, the texts studied are far more challenging and diverse. Furthermore, you will come out of the course with substantial literary knowledge and a sharp awareness of literary and critical history.

The department makes substantial use of an array of resources in their teaching – from traditional paper texts (reading a physical book has been proved to improve the brain’s capacity to remember the content more effectively), through online journals, internet tools and online collaborative work. Texts studied include a wide variety from the canonical texts like *King Lear* or *Othello* to the most contemporary drama and poetry. You will be thoroughly supported, but you will also need to work independently as a major component of the course involves you developing your own readings of texts and making your own judgements. An ideal English candidate is someone who likes to read independently, who loved the ‘analysis’ part of the GCSE and who enjoys engaging in active discussion of meanings and interpretations.

English Literature is an excellent foundation subject for a variety of degrees including Law, History, History of Art, Philosophy and Theatre Studies. Every year, between 10 and 20 students go on to study English at university; several of them go to Oxford or Cambridge, the rest to Russell Group universities and institutions worldwide. English is a particularly popular degree for those intending to work in publishing, journalism, television, advertising or teaching, or those who intend to take a Law conversion course after their first degree. More generally, it is also an excellent preparation for the high level communication skills that all school leavers need to succeed in the 21st century.

**The course**

You can take English in combination with any other subjects. However, students often choose the subject with History, Philosophy, Classics, Art History and Drama as they find they are constantly cross-referencing across their subjects.

You will work towards three externally assessed exams on six texts which will include at least one Shakespeare play, a more modern drama text (the likes of Williams’ *A Streetcar Named Desire* or Beckett’s *Waiting for Godot*), two prose texts (for example, Mary Shelley’s *Frankenstein* and Margaret Atwood’s *The Handmaid’s Tale*) and a range of poetry. You will also complete a coursework assignment with a strong emphasis on independent work when it comes to the choice of texts.

**AS English Literature**

We also offer an AS course taught in six periods per cycle over two years. If you do not wish to commit to a whole A Level in English, but really enjoy the subject, you can do an AS at the end of two years. You should have the same teacher for the two years and you will study four texts including one play, two prose texts and a range of poetry from the 21st century in preparation for a final exam.

Jonathan Monk (Head of English)
EXTENDED PROJECT

Fancy something different?

Once you have decided on your core selection of 3 A Levels, why not consider taking the Extended Project? Rather than being knowledge-based, the Extended Project is designed to improve academic research and study skills that will be vital for university-level work. You get to pick a topic of your own choice and through your pursuit of an Extended Project you will learn how to research at a high academic level, how to write a proper report, how to manage a long-term project and how to support your final conclusion or outcome with sound evidence from your research. Essentially, you will become an expert in your chosen field!

How can the Extended Project help me?

Overall, the Extended Project encourages more able students to stretch themselves over three dimensions in their chosen area of research.

- Broaden skills
- Widen perspectives
- Deepen understanding

By studying for the Extended Project students will:
- develop and improve their own learning and performance as critical, reflective and independent learners
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- use their learning experiences to support their personal aspirations for further education

How is the Extended Project taught at Latymer Upper School?

You will be placed in a small class (maximum 8 pupils) and you will have timetabled lessons with an Extended Project teacher. The teacher might have come from any of the subject departments in the school, and they are there to help you develop your skills throughout the course. The first part of the course involves skill-acquisition, then the teacher acts as more of a mentor as the Project begins.

What types of Extended Project can I study?

At Latymer Upper School we offer four different types of Extended Project:
- **Dissertation**: a written project that seeks to answer a question by examining previous research into your chosen topic area, then developing your own point of view.
- **Investigation**: a written project that seeks to answer a question by examining previous research into your chosen topic area then analysing new data to develop your own conclusion.
- **Artefact**: a more practical project that seeks to research, design and create something to address a particular need or design brief.
- **Cyber Security**: a computing-based project that addresses a key issue in the area of cyber security. This project is overseen in school but delivered via an external provider over a one year timescale.
How is it assessed?

The Extended Project is 100% internally assessed, with contributions from your activity log (a regular record of your work), a written report and a presentation (10 minutes plus questions). The assessment is completed by Christmas of your second year.

The Extended Project is worth half the UCAS points of a full A Level and is graded between A* and E.

What other subjects should I study with the Extended Project?

Anything! The Extended Project is designed to develop skills that will give you a head-start at university – these are relevant no matter what else you are studying. The Extended Project should be considered as an alternative to a fourth or fifth subject at A Level.

What do universities think of the Extended Project?

Universities are very positive about the Extended Project, since it helps pupils to develop skills that will help them to maximise their progress in a university-style learning environment.

It is very obvious when you get applicants that are only reading the text on the A Level syllabus. The extended project is fantastic. It begins to suggest to students that they can work on something that has the glimmer of originality about it.

Ruth Williams (admissions tutor at Southampton university)
in article by Julie Henry, 16th Feb 2014, The Times

We have an increasingly compelling evidence base that students who did well at the EPQ settle in well to their undergraduate study at a research-intensive university like ours, and so are keen to see more of them in our lecture theatres and seminar rooms.

Southampton University

The skills that students develop through the Extended Project are excellent preparation for university-level study. Students can refer to the Extended Project in their UCAS personal statements and at interview to demonstrate some of the qualities that universities are looking for.

Manchester University

Oxford University recognises that the EP will provide an applicant with the opportunity to develop research and academic skills relevant for study at Oxford. Candidates are encouraged to draw upon their experience of undertaking the project when writing their personal statement, particularly if the topic is allied to their chosen degree course.

Oxford University

Enormously valuable preparation for going to university.

Geoff Parks of Cambridge University in the Times (August 14th 2008)

Is the Extended Project right for me?

The best EP pupils are not happy with a world of black and white, they embrace the challenge of complex questions where there are shades of grey to analyse. The most successful pupils are those who don't take a teacher's answers for granted, but go off and research things themselves in order to really understand things properly. If you are excited about the prospect of pursuing a passion of your own, unconfined by a curriculum, then the Extended Project could be a great opportunity for you!

Helen Doyme (Head of Extended Project)
EXTENDED PROJECT
(Dissertation or Investigation)

The dissertation and investigation Extended Projects are both written projects with a number of elements in common. As such, they are taught together in mixed classes.

L6 Autumn Term
The autumn term aims to equip students with essential skills, as well as the basic ethical and philosophical knowledge that they will need to successfully complete their own project. The following topics will be covered:

- **Academic sources:** Learning about types of sources, how to analyse sources, how to find and understand academic journal articles, the peer review process and referencing systems.
- **Philosophy and Ethics:** Looking at some basic philosophical principles and ethical frameworks. Learning about how to approach ethical problems.
- **Critical thinking:** Looking at thinking skills, analysis of arguments and constructing sound arguments.

L6 Spring Term
In the spring term students will be introduced to the requirements of the dissertation or investigation. They will consider possible project titles until they find a title they are happy with. Then they will research the chosen title and write a literature review that describes everything they have found out.

L6 Summer Term
In the summer term pupils will concentrate on writing the main section of their report. For the dissertation EP, this is called the discussion section, where they need to argue toward their own point of view, using their previous research to support their ideas whilst taking into account the established counter-arguments. For the investigation EP this will involve detailed data analysis in order to form their own conclusion about their proposed hypothesis.

U6 Autumn Term
During this time pupils will build their final report by combining the literature review and discussion/analysis sections with an abstract, introduction, conclusion and evaluation section. The project is finished by Christmas of the U6th and the projects are bound into books for students to keep.

What can I write about?
Anything! The beauty of the Extended Project is that you can choose a topic that you are interested in, usually one that is closely related to your A Level choices and aspirations for the future. Through extensive research into all aspects of the topic, you will deepen your understanding and widen your perspective in that area and become an expert in your chosen field.

Topics that have been studied before include:
- **Degas: Voyeur, misogynist or feminist?**
- **If gender inequality is resolved in South Africa, will it have a significant effect on the AIDS epidemic??**
- **Is it right to put public money into minority arts?**
- **Has illegal downloading had a negative impact on the music industry?**
- **Is Virgil’s Aeneid original?**
- **Is H M Prisons doing enough to rehabilitate prisoners?**
- **Did the character of the fool change with the advent of film?**

For further information about the Dissertation or Investigation EP course please contact Helen Doyme (hcd@latymer-upper.org).
EXTENDED PROJECT
(ARTEFACT)

The Artefact course is a more practical course that is taught through the Design Department in the school. You will need to specify that you want to study the Artefact EP on your choices form to ensure that you are placed in the correct class.

A more detailed plan of the Artefact course is below:

**L6 Autumn Term**
The autumn term aims to equip students with fundamental thinking and making skills, as well as the basic ethical and philosophical knowledge that they will need to successfully complete their own Artefact project.

- **Design ethics:** Learning about an ethical framework and dialectic discussion.
- **Developing thinking skills:** Identifying the structure of arguments, learning to deal with counter arguments, developing computer aided design & manufacture skills.
- **Researching:** Gathering information through case studies, learning to create references and a bibliography
- **Design Principles:** Explore key design and engineering principles like strength, efficiency and structures.

**L6 Spring Term**
In the spring term students will be introduced to the requirements of the Artefact. They will consider possible problem until they find a design brief they are happy with. Then they will research the chosen title and write a specification

**L6 Summer Term**
In the summer term pupils will concentrate on designing and making. For the Artefact EP they will keep a journal of their progress.

**U6 Autumn Term**
During this time pupils will build their 5000 word final report by combining the journal and evidence of their design process. Once finished, these will be bound into books for them to keep. For the final part of the assessment, students will prepare a presentation about their work, to be given to an invited audience of their peers and teachers.

The project is concluded by Christmas of the U6th in order to give pupils the time to focus on their other subjects as they approach their Summer exams.

**What can an Artefact be?**

An artefact can be almost any physical outcome such as a product or an architectural model or it can be a virtual product like a set of CAD plans or a design. In fact there is almost no limit to what can constitute an artefact, as long as it has research at its core. What all artefact projects have in common is that they must have a clear research aim/purpose and be well evaluated.

Students who choose artefact projects must understand that the planned research should form the largest part of their project and that the production of the artefact can only commence once this detailed and wide research is completed. While the written report is shorter for artefact projects than for other written outcomes, the projects must still be research-based.

Artefacts that have been produced before include:

- **Architectural model for an eco-house.**
- **A 3D printed kicking tee to improve accuracy.**
- **High strength cardboard furniture.**
- **A mobile phone app to help identify plants and flowers.**

For further information about the Artefact EP course please contact Ed Charlwood (edc@latymer-upper.org)
Cyber Security Challenge UK has launched a Level 3 Extended Project Qualification in Cyber Security which we are offering to our students.

This course is designed to be a mostly online, independent learning delivery model but will also benefit from face to face teaching. There are 14 weeks of online learning followed by undertaking a project of your choosing and design. Further details can be found here: https://cybersecuritychallenge.org.uk/education/extended-project-qualification

Why was the Cyber EPQ created?

The cyber security industry is crying out for more talent to fill the pipeline of jobs. By 2020 there is due to be 1.5 million jobs unfilled in the sector, (stat: (ISC)2) unless something changes now. We are looking to encourage more people into cyber security, but currently, besides the cyber modules in the Computer Science GCSE, there is little in the way of entry qualifications below university level. This qualification fills the gap, providing a level three qualification, helping to access higher education options or begin an employment pathway.

https://youtu.be/GqwTmCSSSDQ

How is the Cyber EPQ different to other EPQs?

In essence, there is no different to any other EPQ. The criteria and assessment are the same and you are expected to do the same amount of learning hours. The difference comes as it provides a unique guided learning pathway specific to the cyber security industry that other EPQs do not have. It has also been designed in conjunction with industry experts to ensure that the content aligns with the requirements of the current cyber security landscape – making it more relevant to seeking employment in the field.

Entry criteria for the course

There are no criteria for studying the course, it is open to anyone.

How many hours of study will it take?

It will take around 4 hours per week... plus challenge time to go through activities/games linked to the learning in most weeks, and the updating of a journal which has to be maintained weekly throughout the course.

While the course is mainly independent learning, there is a clear learning schedule to keep you on track and make the course easier to manage. There is some leeway to catch up if you fall behind, but if you do not complete any learning outcomes within six weeks, you will not be registered to the exam board and cannot complete the course.

How is the course assessed?

There is a final written element to your course, which asks you to look back at the journey of learning and discuss your progress and particular areas of interest. This essay will be 6000-8000 words in length and will need to reflect your knowledge of the subject area. Along the course you will be asked to complete a learning journal, this document will help to inform your final written piece.

For further information about the Cyber Security EP course please contact Jackie Price (jip@latymer-upper.org)
**What is Geography?**

Geography is the study of the earth’s landscapes, peoples, places and environments. It is, quite simply, about the world in which we live.

Geography is unique in bridging the social sciences (human geography) with the natural sciences (physical geography). Geography puts this understanding of social and physical processes within the context of places and regions - recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them. Understanding the causes of differences and inequalities between places and social groups underlies much of the newer developments in human geography.

Geography provides an ideal framework for relating other fields of knowledge. Geography combines very well with the study of a wide range of arts or science based subjects. Students from a wide range of combinations of subject disciplines have been very successful in their Geography studies at Latymer Upper.

**What will I study?**

The course will introduce new contemporary material and some familiar topics which are studied in more depth. We follow the AQA specification. The course contains both Human and Physical Geography and fascinating human and environment inter-relationships.

If you enjoy discussing ideas you will enjoy the lessons. You will have the chance to involve yourself in discussion, make presentations, follow up ideas on the Internet, evaluate geography in the news and study handouts and DVD’s. Students also follow up topics in core texts and magazines held in the library. Assessment is by written exam and a fieldwork report.

Typical questions investigated in lessons might include:
- How are desert landforms created?
- What is the impact of desertification in the Sahel?
- In the context of climate change, distinguish between mitigation and adaptation.
- What is the role of Trans National Corporations in health in both developed and developing countries?
- What is the impact of malaria and how can this be mitigated?
- Why do megacities such as Manila in the Philippines keep growing?
- How has Hammersmith been represented in the media?
- Can the world’s resources support a higher population level?
- What were the causes and effects of the Asian tsunami in 2004?
- To what extent do societies turn hazards into disasters?
- How are volcanic plumes and hotspots such as those in Hawaii created?
- What are the contemporary sustainability issues?
- Why are the economies of East Asia growing so rapidly and how have they been affected by the recent financial crisis?
- What solutions are available to countries at very low levels of development?

Many students subscribe to Geography Review (an A Level magazine) and attend meetings as Young Members of the Royal Geographical Society with the Institute of British Geographers (RGS-IBG) in Kensington and at Latymer. The school hosts RGS-IBG lectures by leading British Geographers. Recent talks give a flavour of relevant topics for A Level:

- Nicholas Carne: The making of the British Landscape
- Dr John Shears: In the footsteps of Shackleton: the crossing of South Georgia.
- Professor Iain Stewart: Un-natural Hazards: the cultural geology of risk

**What fieldwork is included?**

Fieldwork is a course requirement and all students need to partake in four days of residential field work. This is usually the weekend after the first May bank holiday. Students pay a charge for tuition, board and lodging and the school covers transport costs. Students also submit a fieldwork report which will be marked internally and moderated by the exam board.
Prerequisites
To study at A Level many students would have an A/7 or A*/8/9 grade in GCSE Geography. However, it is not necessary to have studied GCSE Geography and we would expect those students to have gained a broad range of A/7 and A*/8/9 grades in their GCSEs. A keen interest in the world is a key attribute.

Geography in higher education
Many universities offer courses in Geography which include foreign fieldwork, a focus on skills and a good choice of topics to study. Many Latymer Upper students have gone on to study Geography or a closely related subject at university.

Is geography a good choice in terms of getting a job?
Geographers have a broad range of knowledge and the skills of communication, team work, problem solving and presentation which is a combination very attractive to a whole range of potential employers. The close link between the subject and the world around us makes for a long and varied list of related careers for example working with development or aid agencies, environmental work, using Geographical Information Systems, working for the census office and in tourism and recreation.
However most of these areas involve only one part of the broad subject of geography. Many of those leaving university with a geography degree also enter administration and management, marketing or financial work. Statistics show that compared with other subjects, geographers are amongst the most employable (RGS-IBG). This is presumably because geographers possess the abilities and skills that employers look for.

Mike Ashby (Head of Geography)
GOVERNMENT AND POLITICS

Why study Government & Politics?

Most students take up Government & Politics because they are interested in how power is used and, more specifically, how they are governed. Often, this interest develops while studying History for IGCSE. As they learn, they become more curious about how people are governed in other countries, and in the political ideas that underlie Government & Politics. Studying Politics will help you evaluate information in a critical way. You will be able to develop your own considered judgements about what you see on TV or read in the newspapers. You will learn to think logically and to argue a case in a clear and persuasive manner. These are skills keenly sought after by employers.

And you will enjoy it! Politics is a very ‘live’ subject. There are often fierce arguments in class, and to keep up to date you need to read newspapers, watch relevant television programmes and use the Internet. You can also benefit from school debating, and the J. S. Mill Society, which often invites politicians to address the Sixth Form. And as part of the course we visit the Palace of Westminster to meet our MP and see Parliament at work.

What do you need to study Government & Politics?

You don’t need to have studied History to take the Politics course, but if you’re good at History it’s a good sign. Like History, Politics is an essay subject, and there’s lots of stuff to be learnt. It helps to have a good memory, and to have the ability to express yourself clearly in writing. You should also take an interest in current affairs, and in political ideas, and like arguing. There will be plenty to discuss!

Where do you go with Government & Politics?

Many of our students go on to study Politics at University. Here it is a degree subject in its own right, and also a component of many joint honours courses (e.g. History & Politics, Politics & International Relations, or Philosophy, Politics, & Economics). If you’ve done our A Level, you’ll have a head start over most undergraduates. A few of our students have gone into Politics, as MPs or advisers, but it is more common for them to use their knowledge and skills in Journalism, Law, Business and the Civil Service.

What subjects does it go with?

You don’t have to do any subject in combination with Government & Politics, but it does combine particularly well with Economics (many political decisions are about how to manage the economy), and with History (much of which is also about the use of power, albeit in the past). Some people wonder what the difference is between the History and Politics courses. Well, our aim is to understand how government works now, and our examples are drawn from recent years. Having said that, to understand how a political system works we often have to know some historical background. Anyone studying Modern History, and especially the American module on Westward Expansion, will have an advantage here.

What’s in the Course?

We will cover:

- **UK POLITICS**

This includes Democracy & Participation, UK Political Parties, Electoral Systems, Voting Behaviour and the Media.

- **UK GOVERNMENT**

This includes the Constitution, Parliament, Prime Minister & Executive and the relationship between the branches of government.
• POLITICAL IDEAS
This covers Socialism, Conservatism, Liberalism and Nationalism.

• U.S. GOVERNMENT & POLITICS
This includes topics such as the US Constitution & Federalism, Congress, the Presidency, the Supreme Court and Civil Rights, Democracy & Participation.

It is a comparative course and students are expected to compare UK and US Government & Politics.

There is no coursework.

Where can I get further information?
Contact Mr Gilbert, Mr Chataway, Mr Goldsmith, Mr Wallace or Mr Wearden.

There is also more information on Firefly; https://intranet.latymer-upper.org/politics

John Gilbert (Head of Politics)
**HISTORY (MODERN OR EARLY MODERN)**

**Why study History?**
History is a popular subject because of the all-round general education that it provides. In the first instance, our students end up with a strong understanding of the main developments of the periods that they have studied. They have also come to consider the underlying religious ideas, political systems, economic forces and social contexts that informed those developments. More important, perhaps, are the skills they have acquired: analytical skills to question and utilize evidence, the ability to present that evidence to support a point of view, the intellectual basis to argue and persuade a case. In acquiring these skills, they become articulate and gain the self-confidence to hold and defend opinions of their own. A History skills set is applicable to related disciplines at sixth form and university, and of course to the liberal professions later on. History is first and foremost a literary subject so an appetite for reading is a good sign that it is the right subject for you. IGCSE is not a requirement for entry to the sixth form course though it is of course an advantage.

**What do you need to study History?**
It follows from the above that History lays a special claim to teaching foundational key skills that are transferable elsewhere. A sceptical approach to evidence, the confidence to balance attention to detail with an eye for the overarching generalisation, the capacity to marshal a convincing argument, sensitivity to the problems of explaining multi-causal events, judgment of human character, empathy for other (dead) people –these attributes become second nature to successful sixth form historians. In the end, History is a discipline that thrives on doubt and discussion. More satisfaction is gleaned from the consideration of posing a difficult problem than from reaching a simplistic conclusion. Lenin once noted ruefully that ‘facts are stubborn things’, and as new evidence is uncovered, firmly held opinions cease to be quite so stubbornly held.

**Where do you go with History?**
Many Latymerians go on to study History at university, or else they find their sixth form study a useful auxiliary to an alternative degree. Of course, many of our undergraduates in Art History, Economics, Politics and English have found great benefit in studying these disciplines in conjunction with History as a joint honours degree. Of those who read pure History, some envisage a career in law, journalism, business, the civil service and academia. More often than not, however, they may not have a closed mind about future career options but rather opt for a History degree by virtue of its general application in the workplace.

**What subjects does it go with?**
History combines particularly well with Economics (economic theory is properly learned through historical example), and Politics (which is naturally best understood through the empirical study of political history). Most, though not all, Politics students will have found advantage in taking History to at least IGCSE. It follows that knowledge of politics and economics reinforces historical understanding too. Modern American history, for example, is more easily appreciated by students who have studied nineteenth century political ideology. Equally, whilst Art History and English Literature courses inevitably fall back onto historical context, the relationship is mutual: history study is illuminated by the cultural and literary insights that they can provide. It can also be true, by the way, that good mathematicians often make good historians and vice versa: This is because as well as being a mainly literary discipline, historical understanding relies on the strong reasoning ability that we associate with mathematics. Thus, because History is a discipline with a general application, it follows that it sits easily with a wide range of other subjects.

**What’s in the course?**
At Latymer in the Sixth Form we teach the Cambridge Pre-U History qualification.

Sixth Form historians are faced with the choice of taking either Early Modern History (1500s-1600s) or Late Modern (1800s-1900s). The skills tested are identical, even though the content differs. Staff focus on their interests and specialisms in the expectation that this will ignite their students’ interest. The Early Modern course involves British and European history. The Late Modern course has two of the following: either a British element or a European dimension, or an American one.

**Early Modern history** begins with the Tudors, starting with Henry VII and then addressing the religious changes experienced under Henry VIII, Edward VI, Mary I, and Elizabeth I. The course covers the Civil War period of the mid 1600s. Students have the chance to study rebellions that occurred across the Tudor period. The European course complements this very well: religious change
in Germany came about more due to pressures ‘from below’ (men such as the lowly monk, Martin Luther), and this makes for very interesting comparison to the ‘top-down’ religious changes that Henry VIII imposed on an often reluctant population. The course looks at how religion tore the continent apart in just as dramatic a fashion as the communist / capitalist ideological divides of the Twentieth Century. The French Wars of religion are studied, as are the conflicts between the Christian Holy Roman Empire and the Islamic Ottoman Empire.

**Late Modern** courses cover British history from the late eighteenth century to the early twentieth century. This was a period of imperial expansion, social convulsion, political reform and intellectual ferment. The European history will cover some or all of the following: Europe during the French Revolutionary and Napoleonic period, Russian history from 1881 to 1924, Bismarck and German Unification, a strong element of French history after Napoleon, and the Causes of the First World War. The American course stretches from the foundation of the United States to the causes and course of the American Civil War and beyond. Remember that you will do TWO of these elements.

The skills of Sixth Form History inevitably test the ability of students to evaluate problematic documentary material. Students are encouraged to test evidence against their prior knowledge of its origins, context and purpose. All of our successful sixth form historians are avid readers. We expect them to have an appetite for reading non-fiction, however challenging that might at first appear. The course is not based merely on what is said and delivered in lessons but also on the independent learning of the students. We think that the process of study (what skills you learn, the way of thinking that you develop) is more important than the content of the course. We hope, though, that you think the topics are interesting and significant.

A key and creative component of the course is therefore the Personal Investigation, which is a research essay that is written in the Upper Sixth. This is an original piece of work that is the product of an independent, guided enquiry. We find that the students take a lot of pleasure and pride in the preparation of this essay, and it is clearly a big step towards the work practice of undergraduate study.

*Jonathan White (Head of History)*
MATHEMATICS AND FURTHER MATHEMATICS

Mathematics
Mathematics is a popular and challenging subject. Its study provides the skills and techniques needed to understand the world around us, and is also hugely satisfying in its own right. The course requires both natural ability and a willingness to learn and practise new concepts and techniques. At sixth form level a high level of conceptual understanding is required to answer complex, structured questions effectively; the emphasis is on problem solving and adapting to different situations rather than simply learning by rote.

You will need to have achieved at least an A/7 grade at IGCSE level, and preferably an A*/9/8, if you are to get the most from Mathematics in the sixth form. Many will study the subject in conjunction with sciences or Economics (which have a degree of mathematical content), but there are significant numbers who take Mathematics alongside arts or humanities, and find it broadens their profile of subjects. For those who wish to pursue degree courses in engineering, physics, or chemistry Mathematics is an essential subject, and it is highly desirable in disciplines such as Biology, Economics, Philosophy and Architecture.

AS Mathematics
Many students will want to continue their mathematical studies in the sixth form but do not wish to study the full A Level course. An AS Level in the subject – studied in 6 periods per cycle over the course of two years – provides this opportunity. This route might particularly appeal to those whose other subjects are more arts based, but who want to provide a bit of breadth to their academic diet.

The AS Level in Mathematics consists of three strands: Pure Mathematics, building on the algebra, coordinate geometry, calculus and trigonometry studied in year 11; Mechanics (which involves studying Newton’s Laws) and Statistics (the study of uncertainty and making predictions from data).

Further Mathematics
Mathematics is unique in the A Level system in offering the opportunity for significant additional study through qualifications in Further Mathematics. Students interested must be top mathematicians, as both the difficulty and quantity of material increases. Your current Mathematics teacher or Head of Mathematics will be able to advise on suitability for the course, but experience shows that any extra study beyond IGCSE (for example Additional Mathematics) gives pupils a significant advantage, so pupils who have not completed such study will be required to do some extra work before the course starts and also seek approval from the Head of Mathematics. Further Mathematics is not ‘tagged on’ to the Mathematics course in the same teaching time, but is a choice in its own right and further mathematicians are taught separately from single mathematicians. Those interested in mathematics, physics or engineering courses are strongly advised to consider Further Mathematics, and indeed the top universities increasingly expect pupils coming from a school like Latymer Upper to have studied Mathematics beyond the A Level syllabus.

The Course
There are three main strands of study in both the single and further courses, namely pure maths, mechanics and statistics. Pure mathematics builds on the algebra, coordinate geometry, calculus and trigonometry studied in year 11; mechanics consists of the study of forces and Newton’s laws (and so complements well the study of physics in the sixth form) and statistics is concerned with the processing and analysing of data and the modelling of uncertainty using mathematics.

Exam Board
We follow the OCR A specifications for both Maths and Further Maths at Latymer:

Paddy MacMahon (Head of Mathematics)
MODERN LANGUAGES

Studying languages at A Level is exciting, personalised, and provides essential academic and professional knowledge for the future. You will be well supported by a team of highly qualified teachers determined to ensure you reach your potential.

Introduction

Our aims in Modern Languages are to develop fully students’ understanding of the spoken and written forms of the languages taught. We want to enhance student confidence in using languages, and to develop a genuine appreciation for the culture of the language being studied. This could be through the study of history, literature, film, and knowledge of current affairs.

When embarking upon a Modern Languages course at AS / A Level or Pre-U, developing your level of language is all encompassing. We would ask students to participate in co-curricular activities (clubs, discussion groups, debating, out of class contact with the language assistants, for example) and trips abroad which provide invaluable experience of the countries and their languages. The International Work Experience programme to Versailles, Berlin, Comillas along with the Argentina and Taiwan Exchange are further examples.

In the Sixth Form, it is possible to study French, German, and Spanish to AS or A Level. French, German and Spanish require study at (International) GCSE with at least an A grade.

For Mandarin, you will study for the Cambridge Pre U, and need to attain grade A/7 or above at GCSE.

The importance of modern foreign languages

Through the study of a foreign language pupils understand and appreciate different countries, cultures, people and communities, and as they do so, begin to think of themselves as citizens of the world as well as of the United Kingdom. Pupils also learn about the main structures of language. Their listening, reading and memory skills improve, and their speaking and writing become more accurate. The development of these skills, together with the pupils’ knowledge and understanding of the structures of language, lays the foundations for future study of other languages.

What do other people think about learning languages?

Learning a language makes our minds stronger and more flexible. Actually using it gives us an entirely new experience of the world.

John Cleese

To have another language is to possess a second soul.

Charlemagne

It is arrogant to assume that we can get by in English or that everyone else will speak our language. Learning a foreign language is polite, demonstrates commitment - and in today’s world is absolutely necessary.

Sir Trevor McDonald

Trips and other events

As well as debating, theatre and cinema trips, and visits to other cultural events in London, students are highly encouraged to participate in:

- the European Work Experience programme (France, Germany, Spain)
- the Argentina Exchange (although places are limited)
- The New Taiwan Exchange
Many universities offer courses in one or two languages. Some universities offer ab initio courses, in Italian, for example, but also in more challenging languages such as Chinese or Arabic. A considerable amount of Russell Group universities may still treat the study of literature as a major part of the course although it is possible to find purely linguistic courses. In virtually all language undergraduate courses, students spend a year abroad either working or studying. In the 21st century global society, this is often not limited to Europe. Many students have been placed in exotic locations such as Martinique, Réunion, and Buenos Aires.

Many universities offer popular courses combining a language and another subject such as English, Law, History, Philosophy, Economics and Business Studies, but depending on the university, Modern Languages may be combined with virtually any arts subject and sometimes even sciences.

In recent years, students have had quite some success in applying for Modern Languages at Oxford and Cambridge. The environment and the courses on offer have an obvious appeal to certain pupils, and the extra study involved, which embraces both language and wider reading can be of enormous benefit to pupils taking A Level languages. Certainly, anyone considering taking languages at university would be well advised to attend the extension classes in language and literature, provided by the individual language departments.

A degree in Modern Languages is obviously necessary for careers in translation, interpreting and teaching but it is certainly invaluable in a very wide range of other careers. Many international companies specifically look for those who can communicate with ease in foreign languages, particularly those of major EU countries. In many areas of commerce, in merchant banking, in industry, the media, the Foreign Office, in international law, those with a proven ability in another language or languages have a skill that is much in demand.

What you will study and the exam (A level French/German/Spanish)

The EDUQAS course is a fully linear course. It has three elements:

- Component 1: Speaking (conversation about course topic, and presentation of an individual research topic)
- Component 2: Listening, reading, and translation
- Component 3: Essay paper (2 essays on different texts/films)

The AS syllabus also has three components, but will examine students on the “AS” topics and skills only. More detailed information can be provided by the Heads of each language.

The exams are a culmination of two years of fruitful language work. By the end of the Upper Sixth, you will be able to speak, write, and interact in the target language with ease. Naturally, languages are challenging like any other A Level, but you have the advantage of small teaching groups, 1:1 sessions with the Foreign Languages Assistants, along with plenty of opportunities for study abroad and beyond Latymer.

Cambridge Pre-U (Mandarin Chinese)

Pre-U Mandarin equips those learning Mandarin Chinese as a foreign language with the skills to operate in a Chinese environment. Candidates are encouraged to develop the four skills of speaking, listening, reading and writing. These are supplemented by Chinese-specific skills: accurate identification of roman transliteration (拼音 pinyin), including tones, and the use of a radical-indexed Chinese dictionary. As well as allowing learners to develop their language skills, the syllabus fosters an awareness of Chinese culture and history. Cambridge Pre-U Mandarin Chinese provides a stepping stone for university courses in Chinese and Chinese Studies, allowing universities to offer successful Cambridge Pre-U candidates alternative courses to the prevailing ab initio classes.

The majority of Chinese communities speak and understand Mandarin (普通话 putonghua), the official language of the People’s Republic of China (PRC). Therefore, this syllabus only requires knowledge of this language. In writing, simplified characters (简体字 jiantizi), again as prescribed in the PRC, are used. For Romanisation, the standard pinyin system is adopted.

The aims of the course are:
- develop the ability to understand Mandarin Chinese
enable the candidate to communicate confidently and clearly in Mandarin Chinese
form a sound base of skills, language and attitudes required for further study, work and leisure
develop insights into the culture and civilisation of countries where Chinese is spoken
courage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations
further intellectual and personal development by promoting learning and social skills.

Components of the examination

Paper 1 Speaking – approx. 15 minutes, for which there is an external examiner
Paper 2 Listening, Reading and Translation – 2 hours 30 minutes written paper which is externally assessed
Paper 3 Writing and Usage – 2 hour written paper which is externally assessed
Paper 4 Chinese Culture – 2 hours 30 minutes - externally assessed paper

All textual material used in Papers 2 and 3 will be drawn from the topic areas set out below. These topic areas are intended to help candidates and not limit them, and where the subject matter is the personal choice of candidates, for example the Prepared Topic in the Speaking test (Paper 1), they may choose topics of personal interest even if they lie outside the following list:

1 Family
2 Young people
3 Education
4 The media
5 Work and leisure
6 Equality of opportunity

Cameron Palmer (Head of Modern Languages/French)
Jenny Wong (Head of Mandarin)
Holly Etherington (Head of Spanish)
Charlotte Healy (Head of German)
"Music gives soul to the universe, wings to the mind, flight to the imagination and life to everything." Plato

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. The A Level Music course allows for a stimulating and wide ranging study of the subject, and not only traditional classical music. As at GCSE, the course covers performing, composing, listening and analysis in almost equal measure: you will improve your skills in performing, compose in a range of styles and learn about harmony. You will listen to a wide and diverse range of different types of music and develop a more informed appreciation of how and why it was written and/or performed.

The course is suitable for anyone who has a keen interest in creating and listening to different styles of music and who wishes to broaden their experience and deepen their understanding of both live and recorded music.

To study Music at A Level you will need to have taken music at GCSE level or have passed Grade 5 Theory. You therefore need to be able to play a musical instrument and be able to read music. You will also be expected to take an active involvement in the rich extra-curricular musical life of the school by singing in choirs, playing in orchestras, bands etc.

The course is excellent preparation for higher education courses in Music, but is equally valuable as a well-respected subject for those who do not want to study it beyond A Level: the course offers a broad and satisfying experience for those who want to conclude their musical studies at this point. 40% of the exam will be assessed via a written paper and the other 60% is coursework (35% for performance and 25% for composition).

A Level Music can lead to further study in music or performing arts in higher education at degree level and may lead on to a career in the music industry. Music offers an enormous range of career and study opportunities, and not just for the performer. Whatever area you may wish to pursue, though highly competitive, music is an extremely challenging and worthwhile career and offers a high level of job satisfaction.

Course Content:

**Appraising Music (40%) - Written exam**
In this paper you will answer questions on pieces of music that you have studied. The exam consists of listening and written questions using excerpts of music based on a CD, and there will also be an essay. There is one compulsory Areas of Study (Western classical tradition 1650-1910) and then a further choice of two from: Pop music, Music for media, Music for theatre, Jazz, Contemporary traditional music and Art music since 1910.

**Performance (35%) - Coursework**
You will need to perform music for at least 10 minutes using one or both of the following ways:
- instrumental/vocal: as a soloist, and/or as part of an ensemble
- production: a complete performance of a pre-existing piece using music technology.
If you choose to perform, the pieces you play should be of a minimum of grade 7 standard.

**Composition (25%) - Coursework**
You will compose two pieces of music, both of which are coursework: one will be the harmonisation of two chorales in the style of J S Bach and the other will be a completely free composition of your own choosing. The combined duration of these pieces must be a minimum of 4½ minutes.

Tony Henwood (Director of Music)
PHILOSOPHY AND THEOLOGY

Why study this course?
This course is open to all those who are fascinated by philosophical and ethical questions of meaning, purpose and truth. If you are interested in issues such as arguments for the existence of God, the question of suffering and the after-life, the relationship between religion and science, and how we can make decisions between ‘right’ and ‘wrong’, this course is certainly worth considering.

Who may study this course?
Pre-U Philosophy and Theology is offered within the department of Religion and Philosophy. It should be emphasised that it is separate to Religious Studies at GCSE (not a follow-on course) so it is not necessary to have studied GCSE/IGCSE Religious Studies. It is expected that this course will appeal as much to those who enjoy maths and science, as to those who are studying arts and humanities. Obviously all applicants will need to demonstrate a high level of ability by a number of A/A*, 7/8/9 passes at GCSE Level, and especially be able to order their thoughts in a competent essay style with a keen eye on the logic of arguments.

This course is open to both those who have a religious faith, and those who do not. The department is looking for students interested in pursuing questions of meaning and truth with an attitude of openness and critical evaluation. To this end it serves a set well to have a group with a variety of backgrounds and interests, whether religious or not.

Philosophy of Religion
The study begins with a glimpse of some of the philosophical issues discussed by Plato and Aristotle which have remained perennial themes within Philosophy and Ethics. The debates about God’s existence, and whether it can be rationally justified forms a central part of this section of the course, debates which have been given an interesting boost in recent times with the publications of Richard Dawkins and other prominent atheists. Are their arguments justified? Do those who hold religious beliefs have good answers to their critics? Other classic arguments in the Philosophy of Religion are explored to help students to think more clearly and to evaluate with care, including the problem of evil and questions raised by the developments within science since the nineteenth century. Other areas explored include the nature of the body and soul, and the question of survival after death. You will also explore whether religious experiences give evidence of God and whether miracles happen. Students study two set texts in connection with their study; one about Religion and Science, and the other about the Problem of Evil. This gives an opportunity to engage in real in-depth ethical debate.

Religious Ethics
Ethics in the Western Tradition date back to the writings of Plato and Aristotle: What does it mean to lead a “good life”? How can I be sure that a certain action can be labelled “good” and another “bad”? Are there ways in which I can be helped to make important moral decisions? A variety of ethical traditions will be studied, from the relativism of Utilitarianism to the absolutism of Natural Law. Students will be expected to debate moral issues in the news and more generally in society through looking at the ethical traditions being studied. The intractable problems of abortion and euthanasia are two such topics, over which there is considerable disagreement. Other topics include the ethics of war and peace, sexual ethics, business ethics and environmental ethics. In addition to this students are asked to consider what is distinctive about a religious perspective on ethical issues. The nature and role of conscience and the perennial debate over free-will and determinism are also covered in this part of the course. The two set texts studied in relation to this course are Sartre’s essay on Existentialism and Mill’s book on Utilitarianism. An opportunity to engage with perennial debates since the 19th and 20th centuries.

What Skills and Attitudes are sought?
This subject calls for a student who will enjoy reading a variety of philosophical works, be prepared to think carefully about the questions he or she is confronted with, and to live with the expectation that easy answers are rarely to be found. We would expect a student to read beyond the specification and to participate in the weekly meetings of the Philosophy Society which seeks to explore a wide variety of philosophical topics. Most of these meetings are led by students who prepare talks on a philosophical theme or thinker of their choice, and there are occasional visiting speakers. The ethical themes may be of particular interest to students who are contemplating the Extended Project. Other students interested in Law or Medicine will find areas of particular interest: care in argumentation is sought (a vital skill for a lawyer!) as well as the exploration of contemporary medical ethics.
Looking Further Ahead
Some students who have studied this subject at this level have gone on to study Theology and/or Philosophy at university, including Oxford and Cambridge. Others have been inspired by aspects of the course to study for a combined degree such as English and Philosophy, while others have applied for degrees in the Social Sciences such as Sociology and Anthropology. Yet others have gone on to study for vocational degrees in Medicine and Law.

Keith Noakes (Head of Religion and Philosophy)
PHOTOGRAPHY

Overview

This exciting A Level lens based media course offers the opportunity for students to study Photography both in theory and in practice with the emphasis on ideas and creativity. The course looks at digital and traditional darkroom wet process techniques and aims to provide students with the knowledge and skills in order to produce imaginative, highly finished, and dynamic work.

The new photographic studio is very well equipped with Mac computers, excellent printing facilities and a brand new darkroom. Photographic equipment including a range of cameras and studio lighting are also available. It is not necessary for students to own their own DSLR camera or photography equipment. Students wishing to embark upon the course should ideally have obtained an A/7 grade at GCSE level in Art, as well as a thorough appreciation of working in sketchbooks in order to develop ideas. However, students who have not taken Art to GCSE level may still be considered on an individual basis. It is not necessary to have any prior experience of Photography to take the A Level course but students must be highly motivated and passionate about the subject area.

About the Course

The first year of the course will enable students to experience a wide range of photographic techniques and creative processes. Regular assessments and individual tutorials will enable students to compile a strong, diverse portfolio of photographic work. Research into the work of photographers informs much of what we do and students will visit relevant photographic shows as and when appropriate, as an integral part of the course.

In the summer term of the first year, students select an area of photographic practice to focus on for their personal investigation. This choice is discussed in individual tutorials and should be an area of particular interest for the student. This component requires sustained, in-depth research and extensive practical work. It also includes an extended essay.

The examination, or externally set assignment runs from February until May in the second year and culminates in the production of a piece of practical work, constructed during a 15 hour supervised period.

Looking Ahead

The course is highly suitable for those wishing to work in the creative industries as well as those wishing to add creative practice to their A Level portfolio. Experience has shown that Photography is an A level which is well regarded and a talking point at Oxbridge interviews. Past Latymer students of Photography have progressed on to a variety of courses at top universities both in the U.K and the USA. Students have also progressed to Foundation courses at various Art Colleges including Kingston University and Falmouth (when combined with Fine Art A Level) and as direct entries to BA (Hons) Photography courses (Falmouth, London College of Fashion, University of the Arts London). The A Level Photography course at Latymer Upper also provides a successful route for applications to courses such as BA (Hons) FilmMaking. Several Latymer Photography alumni are now very successful professional Photographers and others are currently working in related industries.

Janet Hillis Maidment (Photography)
What is the course about?
The course’s multi-disciplinary approach makes it wide ranging and demanding and includes in-depth theoretical units. The psychological, scientific and sociological aspects of sport are investigated.

You will develop skills in:
- Evaluating aspects of practical performance gaining knowledge in the application of physical factors that underpin performance.
- Interpreting the effects of social moral and cultural influences on participation and performance.
- Organising and presenting information, ideas, descriptions and arguments in a clear and appropriate form, taking into account specialised vocabulary.
- Gaining an insight into how experiences and values from sport have an impact on the future development of our society.

You will have lessons which will be classroom based and will consist of scientific and practical investigations using a variety of teaching and delivery methods.

How will you be assessed?
**Theory components:** are assessed by three written examination papers involving structured questions of between five and twenty marks.

**Coursework components:** Candidates are assessed in ONE practical sporting activity in the second year of the course. Alongside this there will be a critical analysis of live performance assessment, applying theoretical knowledge learnt in the classroom.

*Common sports assessed include:*
- Athletics
- Football
- Rugby Union
- Skiing
- Hockey
- Cricket
- Golf
- Rowing
- Badminton
- Netball
- Lacrosse
- Swimming
- Horse Riding
- Squash
- Tennis

This list is not exhaustive and many others are on the syllabus.

How to succeed on the course?
PE is a demanding course and full commitment will be required and expected. This includes full attendance, punctuality and completion of all set work to a high quality. To achieve your potential you should be spending at least as much time outside the classroom on this subject as in the classroom.

What subjects combine well with A Level PE?
Due to its diverse nature most A Level courses can be effectively combined with Sport & PE. There are, for example, areas of the course that relate to Biology, Chemistry, Physics, Maths and History. Your choice should be influenced by interest, aptitude, future career and Higher Education aspirations. It is advisable to do a science subject if you wish to study sport science at the top sporting Universities.

Where could this course lead?
Previous students have progressed into a wide variety of degrees at a range of universities including Oxbridge. A Level PE, in combination with traditional academic subjects, is accepted by all universities as a valid A Level for non-Sport related degrees.

How is the course structured?
The course is assessed in four elements (three exams and an internal assessment of performance):

- Physiological Factors Affecting Performance
- Applied Anatomy and Physiology
- Exercise Physiology
- Biomechanics
- Psychological Factors Affecting Performance
- Skill Acquisition
Sports Psychology

Socio-Cultural Issues in Physical Activity and Sport
Sport and Society
Contemporary Issues in Physical Activity and Sport

Performance in Physical Education
Performance or Coaching of an Activity
Evaluation and Analysis of Performance for Improvement

Tallan Gill (Director of Sport)
What is Physics?
Physics is a key part of science and technology; it deals with how and why things behave as they do. As well as being used to solve problems - environmental, social, medical, technological and more - it’s about practical things, but also involves ideas such as the origin of the Universe and the tiniest building blocks of all materials. Physics lies at the heart of all science, all engineering and much of our everyday lives, making it challenging, interesting and fun.

Important advances in Physics have been made in recent years, so the subject continues to develop rapidly. A knowledge and understanding of Physics is necessary to produce weather forecasts, to prospect for minerals, to insulate homes, in many methods for diagnosis and treatment in medicine, to set up satellite communications, to make new materials, to study pollution, to harness energy of all kinds, to solve crimes, and also to understand so many other things which affect the life of everyone, every day.

Thus, Physics is the most fundamental and broadest-based science, encompassing many diverse topics. At advanced level you will study mechanics, materials, electricity, quantum physics, energy and energy resources, oscillations and waves, gravitational, electric and magnetic fields, nuclear physics, heat and thermodynamics, particle physics, astrophysics and cosmology.

The A Level Course
The specification has a particular emphasis on understanding rather than rote learning and on an in-depth study of carefully selected topics in preference to a superficial overview. These topics are intended to reveal the structure of Physics as a subject, encourage a spirit of enthusiastic curiosity and inquiry, develop a keen critical faculty and teach a number of important intellectual skills.

As the course progresses, the links between different topics will be made more explicit so that students start to acquire a holistic understanding of the subject and are able to successfully solve complex, synoptic problems.

Whilst there is no practical coursework assessment as part of the A Level course, students will undertake a significant amount of training in practical and investigative skills which will lead to the award of a separate practical endorsement certificate.

During the course, you are encouraged to broaden your knowledge and understanding by reading New Scientist and other, similar periodicals, attending Physics Forum meetings and, perhaps, joining one of the exciting trips on offer (recent examples are NASA, Florida and CERN, Geneva).

A scientific training
This course may be a basis for advanced study in Pure or Applied Physics and the several branches of Engineering, including Electronics. It is also studied by those who wish to pursue a career in Astrophysics, Chemistry, Chemical Engineering, Mathematics, Materials Science, Natural Sciences or Medicine. It often features as part of the subject combination leading to university courses in Business Studies, Environmental Science, Philosophy or Architecture.

While providing the essential background for further studies in Physics, Engineering, Technology and other Sciences, A Level Physics is also an intellectual challenge which teaches many transferable skills such as communication, analysis, problem solving and critical thinking. Thus, graduates in Physics enter a very wide range of careers, including Health and Medicine, Law, Finance, Business, Leisure, Energy-related work, Communications, Space, Environment, Research, Industry, Commerce, Transport, Politics and Education.

Course requirements
You need a minimum of grade A/7 in separate science Physics, or AA/7-7 in dual award Science with a grade A/7 standard in the Physics component of the course.

Subject combinations
It is possible to take Physics without studying Mathematics to A Level, but you should be aware that a greater amount of time and commitment will be needed to cover the mathematical requirements of the course, including attendance at additional Maths for Physics support sessions, and also that you will not normally be able to follow a career in Engineering or Physics without A Level Mathematics.
Common choices of other subjects to complement Physics include Chemistry, Further Mathematics, Economics, Philosophy, Biology, Design and Geography. Other subjects might also be chosen and you could take Physics as a science course, whilst pursuing a mix of arts, language or humanities courses.

Further information and a full specification can be obtained from: http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physics-2015.html

Alex Birchmore (Head of Physics)
LATYMER DESIGNED ELECTIVE COURSES

Students will have the chance to opt for at least two and up to four Latymer-designed Elective courses. The subject matter of these courses is wide-ranging and reflects the particular enthusiasms and interests of members of the teaching staff.

These Electives provide a real opportunity for students to broaden their studies and interests and explore less familiar areas or aspects of knowledge. It is an opportunity for intellectual adventure. Adding Electives to the A Levels and Pre-Us being studied will enrich and broaden a student’s programme and will be attractive to universities.

The units have been carefully planned so as not to impose great additional burdens on students, although there will be a limited assignment associated with each unit. In general there will be up to one hour’s private study/preparation work per two-week cycle.

We strongly recommend that every student takes advantage of the opportunity provided by these Electives in putting together their programmes of study for the Sixth Form. They form a key element in the Latymer Diploma.

With the exception of ab initio languages (German and Classical Greek), each Latymer-designed Elective course is based around one or two self-contained 10 week units of study. They will be offered in all three terms of the Lower Sixth and in the first term of the Upper Sixth. It is unlikely that the full range of Electives will be available in each term. We will, as with the publicly examined courses, seek to develop the timetable for these in accordance with student preferences.

Electives will be taught in six periods per two-week cycle over 5 cycles (10 weeks).

Homework will be limited, but for successful completion of the course there will be a limited assessed assignment.

On completion of the unit students will be allocated a grade of Distinction, Merit, Pass (or ungraded). The student assignment will form part of that assessment as will engagement, interest and attendance throughout the course.

You can find out more about each of the Electives below.

The Courses

This section provides some brief information about the Electives that we hope to offer. Please assume that, unless otherwise stated, the Elective is open to all, that there are no specific requirements and that the Elective comprises a single 10-week unit. If you want to know more, see the teacher indicated. Any specific requirements/expectations are stated.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Constitutional Law</td>
<td>63</td>
</tr>
<tr>
<td>Ancient American Art</td>
<td>63</td>
</tr>
<tr>
<td>Ancient Philosophy</td>
<td>64</td>
</tr>
<tr>
<td>Anthropology: why do different groups of people perceive and do things differently?</td>
<td>64</td>
</tr>
<tr>
<td>Bible Overview</td>
<td>64</td>
</tr>
<tr>
<td>Business Strategy</td>
<td>65</td>
</tr>
<tr>
<td>CADCAM (Computer Aided Design/ Computer Aided Manufacture)</td>
<td>65</td>
</tr>
<tr>
<td>Churchill, Lincoln, Luther King: (The Ancient Art of Rhetoric)</td>
<td>65</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>65</td>
</tr>
<tr>
<td>Digital Skills</td>
<td>66</td>
</tr>
<tr>
<td>Discovering Photoshop and some affiliated software</td>
<td>66</td>
</tr>
<tr>
<td>Drugs, Disease and Eternal Life</td>
<td>66</td>
</tr>
<tr>
<td>Existentialism and the Absurd with reference to the work of Jean-Paul Sartre and Albert Camus</td>
<td>67</td>
</tr>
<tr>
<td>Effective Altruism</td>
<td>67</td>
</tr>
<tr>
<td>Film</td>
<td>67</td>
</tr>
<tr>
<td>From the Beatles to Brexit 1966-2016: a contemporary History of Britain</td>
<td>68</td>
</tr>
<tr>
<td>Game Theory</td>
<td>68</td>
</tr>
<tr>
<td>Global Perspectives: An International Collaboration</td>
<td>68-69</td>
</tr>
<tr>
<td>Global Warming: Evidence, Impact, Solutions</td>
<td>69</td>
</tr>
<tr>
<td>History of Astronomy</td>
<td>69</td>
</tr>
<tr>
<td>Holy War Past and Present</td>
<td>70</td>
</tr>
<tr>
<td>How to lose a Referendum</td>
<td>70</td>
</tr>
<tr>
<td>How to set up a Small Business</td>
<td>70</td>
</tr>
<tr>
<td>Human Evolutionary History</td>
<td>71</td>
</tr>
<tr>
<td>International Relations</td>
<td>71</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>71</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>71</td>
</tr>
<tr>
<td>Light: More than meets the eye?!</td>
<td>72</td>
</tr>
<tr>
<td>Mathematical Computing</td>
<td>72</td>
</tr>
<tr>
<td>Medical Ethics</td>
<td>72</td>
</tr>
<tr>
<td>Myth, Thought, Identity</td>
<td>73</td>
</tr>
<tr>
<td>Neglected Diseases</td>
<td>73</td>
</tr>
<tr>
<td>Playwriting</td>
<td>73</td>
</tr>
<tr>
<td>Psychology</td>
<td>74</td>
</tr>
<tr>
<td>Science of Society</td>
<td>74</td>
</tr>
<tr>
<td>Social Science by Numbers</td>
<td>74</td>
</tr>
<tr>
<td>Sports Physiology</td>
<td>75</td>
</tr>
<tr>
<td>Sports Psychology</td>
<td>75</td>
</tr>
<tr>
<td>Stained Glass Design and Make</td>
<td>75</td>
</tr>
<tr>
<td>Textile Art</td>
<td>75</td>
</tr>
<tr>
<td>The Songs and Poems of Leonard Cohen (1934-2016)</td>
<td>76</td>
</tr>
<tr>
<td>Theatre Criticism</td>
<td>76</td>
</tr>
<tr>
<td>Visual Communication</td>
<td>76</td>
</tr>
<tr>
<td><strong>Classical Greek ab initio</strong></td>
<td>77</td>
</tr>
<tr>
<td><strong>German ab initio</strong></td>
<td>77</td>
</tr>
<tr>
<td><strong>The Latymer Research Report</strong></td>
<td>78</td>
</tr>
</tbody>
</table>
American Constitutional Law

By exploring some of the most important legal cases in American Supreme Court history, you will advance your knowledge of American political, racial and social history, whilst developing skills associated with the legal field. The U.S. Supreme Court upholds the U.S. constitution. Written on just four sheets by the founding fathers in 1787, you will explore the origins of this pivotal document, whilst looking towards some of the issues facing the court and constitution today:

- Dred Scott vs. Sandford (1857; could blacks be U.S. citizens?)
- Brown vs. Topeka (1954; is racial segregation legal?)
- Roe vs. Wade (1973; should abortion be legal?)
- District of Columbia vs. Heller (2008; can cities ban guns?)
- Citizens United (2010; how much can be spent in an election?)
- Obergefell vs. Hodges (2015; is same-sex marriage constitutional?)

Through briefing cases and participating in moot court exercises, you will develop critical thinking skills and advance your rhetorical skills.

Target Audience: the course would appeal to those interested in Politics and History (particularly American Studies), those who enjoyed courses like World Perspectives, extra-curricular activities like Debating, and those interested in a future legal career.

Mr Monk

Ancient American Art

The course will comprise art of native American cultures from North America and Canada to Argentina. The ancient societies that populated the continent have a running theme that revolves around the idea of transformation. These are the expressive cultures we will look at and the topics of discussion we will tackle:

Cultures of Alaska and Canada
The warriors of the plains (west north America)
The cultures of ancient Mexico (Teotihuacan and the rise of the Aztecs)
Mesoamerican cultures (Olmecs, Maya)
The Caribbean cultures (Tahinos)
The early ancient cultures of Peru
The Incas
The Mapuche of Chile and other tribes of Argentina
The black cultures in Latin America (origins and contribution)
The clash with the west and survival of ancient American traditions

Topics of discussion:
Shamanism and ancient American cultural heritage
Tribal organization
Myths and deities (transformation and contact with the spirits)
Object analysis
Architecture and cosmology
Current preservation of ancient American cultures

Mr Soldevila
**Ancient Philosophy**

In this course we will study the ideas of various thinkers from the ancient world and see how relevant these ideas are today. We will consider such questions as:

- What is the meaning of life?
- How should one best live one’s life?
- How can one find happiness?
- How important are material things?

By looking at the ideas of, among others, the pre-Socratic philosophers, Socrates himself, Aristotle and the Stoic and Epicurean schools of philosophy, we will discuss how relevant these questions are in the 21st century.

This course should appeal to all students, particularly those studying English, Philosophy, Classics, History, the EP and Science.

*Mr Lewis*

**Anthropology: Why do different groups of people perceive and do things differently?**

- Why is it wrong to eat with your left hand in India?
- Why don’t we eat dog or horse?
- Why don’t the Japanese blow their nose in a handkerchief?

Anthropology is the study of human beings in all their variety, in all their different groups and societies. Anthropologists study the different ways people have of looking at and understanding the world they live in – the different ways learned as people grow up in different societies, or within one of the different groups that make up one larger society. Central to this is study via ‘participant observation’ – observing and participating in the lives of people being studied. What is unique and different about different groups of human beings and what is the same? How are groups of people - family, class, tribe, nation – formed and what holds them together? What is the nature of the self, gifts, rites of passage? What is the role of religion, magic, witchcraft, mythology? What do different groups find disgusting, forbidden, unthinkable? What role do art and symbols play? The course will look at these and other issues and the focus of study will be social and cultural anthropology.

*Mr Martin*

**Bible Overview**

The Bible is the most widely read book in the world and makes some huge claims: to be the words of God, to explain why the world is the way it is and to be one whole story in which we all find ourselves. It’s a claim that invites investigation, so why not examine it yourself? In helping you do so, this course will enable you to see how the whole Bible fits together, how one remarkable narrative weaves its way through thousands of years, different literary styles, heroes and villains. Looking at the main turning points, from Adam and Eve, Abraham and Moses, through to David, the prophets and Jesus, this course will help in understanding any part of the Bible in light of this huge context.

*Mr Aldham*
Business Strategy

Location, location, location. True of property, but also of businesses – how should you position yourself in the marketplace? Also, what should you do with a dog, a star, a cash cow or a problem child!? What is a PEST useful for? When should you use a SWOT? The Business Strategy course will aim to answer these questions and more. Using business case studies we will examine the tools businesses can use to try and get a sustainable and strategic advantage in the marketplace. We will examine business models that can be applied to any marketplace as well as some of the more mainstream theories such as those of Michael Porter. In a brief tour of the various arenas in which businesses need to think strategically we will touch on game theory and also look at marketing, finance, operations management and human resource management as well as considering how the external environment can affect all of these.

Mr Ben-Nathan

CADCAM (Computer Aided Design / Computer Aided Manufacture)

An overview of computer-aided design and computer-aided manufacturing. In this CADCAM course you'll learn and develop expertise in a number of CAD software packages and associated CAM hardware, for example OnShape, SketchUp and AutoDesk Inventor and laser cutters, 3D printers and wire benders.

This will be a single unit course taking you from first principles to expert level user. We will explore the possibilities and constraints of each system through design and make activities.

This course would be of interest for anyone considering an Engineering, Architecture or Design pathway, or for students looking for a course with a creative, practical structure. The course will be computer based and there are no requirements to have studied GCSE Design.

Mr Charlwood/Ms Snooks

Churchill, Lincoln, Luther King: (The Ancient Art of Rhetoric)

Starting from Martin Luther King’s seminal ‘I Have a Dream’ speech, and taking in Churchill, Pericles, Cicero, Socrates, Aristotle, Lincoln and maybe even Trump along the way, we will look at how the ancient art of rhetoric has been used to move, inspire and manipulate us. We will study some of the world’s finest speeches and analyse how their content, use of language and rhetorical techniques make them so unique and powerful. This course would be suited to any Classics, History, English or Politics students or anyone who might want to learn how to write more fluidly, creatively and persuasively by studying the ‘dark arts’ of rhetoric.

Mr Cook

Creative Writing

‘Excellence is not an act, but a habit.’ – Aristotle.

Creative writing is a craft which can be honed. This short course will cover the process of writing from vision to revision through a series of workshops and writing exercises. The Elective will include writing and reading workshops in poetry and short story, with a possibility of looking at film, if there is demand from students. Topics will include: conflict and contrast; form and its freedoms; voice; time and timing; setting; theme and sequence. The aim is to get produce a small portfolio of writing, possibly with the idea of publishing it within school and perhaps beyond.

Ms Bell
Digital Skills

We are now living in the 4th industrial revolution. There is no getting away from the use of digital technology. All round us everyone is talking about things like artificial intelligence, robots, machine learning and self-driving cars. Increasingly you will be required to present your ideas in a different way - perhaps via a webpage, a mini program, animation or a video. If you did not take GCSE Computer Science, you need to understand what everyone is talking about.
The key areas covered will be:

- How to create a webpage using HTML and CSS
- How to automate processes to improve personal productivity
- Programming fundamentals using Scratch and Python
- An introduction to Robotics using EV3 Lego Robots
- How machine learning works with examples

Two double lessons will be spent on each of the above topics.

**Target Audience:** This course is designed for those students who did not take GCSE Computer Science, but would like to have a greater understanding of the digital skills needed for further education and the workplace beyond.

Mrs Price

Discovering Photoshop and some affiliated software

Photoshop is the most popular image editing software in the world, with more than four million users. It is now used for a huge range of applications from web design and product illustration to photographic correction, illustration or textile and fashion design.
This course will help you discover some of these applications, familiarise yourself with Photoshop tools and features and find your way around the desktop, menus, panels, and more.
We will look at ways of retouching and enhancing images using both the Lightroom and Photoshop software. We will learn to work with Selections to create composite images. We will discover how to use layers effectively. We will also look at typography and layouts to create posters or flyers.

This course is suitable for beginners but also students with prior knowledge of the software.

Mr Blanchard-Conner

Drugs, Disease and Eternal Life

We live in an age where infectious disease is all but eradicated; however, medicine is on the cusp of understanding and curing our diseases of old age. This course will look to explain why modern drug research focuses on poisons and venoms and how their structure links to evolution. From there we will research the body's response to diseases and how in our modern world allergies and autoimmune diseases are on the increase. Finally, we will explore the basis of some of the biggest threats to our ageing population, namely the neurodegenerative disorders of Parkinson's and Alzheimer's. To take this course an A or above in GCSE biology is desirable and an enquiring mind essential.

Mr Burns
Existentialism and the Absurd with reference to the work of Jean-Paul Sartre and Albert Camus

This course would be of particular interest to students of RS as Sartre’s ‘Existentialism is a Humanism’ is part of the syllabus. It would be equally useful for students of French as Camus’s ‘The Outsider’ is one of the A Level set texts. Anyone studying English or interested in broadening their knowledge of literature would also benefit from studying a selection of works by Camus and Sartre.

Although there will be a chance to discuss other themes in Sartre’s work the focus will be on philosophical ideas such as:

∙ The Absurdity of existence
∙ Freedom
∙ The Refusal of Freedom (Bad Faith)
∙ Choice and Responsibility
∙ Engagement (Action)

Possible works include the plays ‘Crime Passionnel’ (les Mains Sales); ‘No Exit’ (Huis Clos) and ‘The Flies’ (Les Mouches)

In Camus’s work the focus will be on:

∙ The Absurd
∙ Revolt
∙ Existentialism
∙ Humanism

Possible works are: the play ‘Caligula’; the novel ‘The Plague’ (La Peste) and the short story ‘The Guest’ (L’hôte).

Mr Gysin

Effective Altruism

Can donating to or visiting an orphanage cause more harm than good? Should we donate to cancer research despite it being considered one of the least cost effective programs? If a guide dog costs the same amount of money to cure 700 people of trachoma-induced blindness elsewhere in the world, should we fund guide dog training? Why are the people of Haiti telling us not to donate to the Red Cross? Is it better to buy from sweatshop-made H&M or sweatshop-free American Apparel?

In this world it is not simply enough to help others and donate money without considering the impact of those actions, especially the negative consequences.

This course is designed to:

• Answer/discuss the questions above.
• Introduce the key considerations when looking at how effective a charity is.
• How to choose a career or future to make the greatest positive difference.
• Discuss the impact on others of our day to day decision making.

Mr Bassman

Film

It is intended to offer an Elective for those interested in Film Production. The details and scope of this Elective will be confirmed later.
From The Beatles to Brexit 1966-2016: a contemporary History of Britain

From the so called swinging sixties until Brexit, Britain has changed significantly, especially after key events such as the social revolution of the sixties, the oil crisis of the 70’s and the Thatcher revolution of the 1980’s. The course aims to examine some of the key social, cultural, political, artistic and architectural developments in contemporary Britain which includes an analysis of key players, events and ideas such as: Liberalism, Environmentalism, Feminism, Thatcherism, Blairism, Nationalism, Modernism and Post-Modernism. The course is multi-disciplinary and involves a significant element of student collaboration and it would suit students interested in social history, sociology, philosophy, politics, art and architecture. Students will have space to pursue their own specialist interest within the course.

Mr Wallace

Game Theory

This course is based on the undergraduate Mathematics course called Game Theory. It does not refer to games like football, but mathematical games that are used to model real life situations. In this course you will look at a variety of games and how to calculate optimal strategies for each. The kind of games that will be included are, but not restricted to:

- Two person zero sum games
- General static games
- Dynamic games
- Games with more than two players
- Voting games

This course will require a good level of Mathematics and an interest in logic.

Mr Sahota

Global Perspectives: An International Collaboration

Do you have a keen interest in development issues and the global community? This course provides an opportunity to collaborate with students in two international schools, explore issues relating to sustainable development and participate in a service project in Asia during the Easter holidays.

You will have the opportunity to discuss and debate topics such as the following:

- How and why does the quality of life vary in different countries?
- How can HICs help alleviate poverty in the poorest nations?
- What are the challenges faced by international aid projects, and how aid can be used most effectively?
- What are the sustainable development goals?
- Will we ever be able to close the gap between the richest and poorest communities?

During the course you will collaborate with students in two other schools (one in Toronto and one in Columbia). You will work internationally in small groups of six (comprising two students from each school) and explore a global development issue of your choice in more depth. Each group will compare and contrast how the global issue is tackled in their own countries, and investigate the main problems and challenges faced by countries in Asia.

During the Easter holidays, you will participate in a 10 day service project. You will meet with the students from our partner schools and travel to Nepal. During the service project you will explore the local area, participate in volunteer work, meet with NGO workers, and engage with the local community.

Unit structure
Spring Term
Global Perspectives: An international Collaboration (continued)

Target audience:
Any pupil with a keen interest in international development, NGO work, politics, economics, geography or sustainability.
You must be available to attend the trip in the Easter holidays 2018. Please note that there will be a cost associated with the trip which is likely to be in the region of £1,900. Exact price to be confirmed. It is a fundamental part of Latymer’s policy of inclusion that pupils should not be deprived of the opportunity to take part in trips purely on financial grounds. The Horizon Fund provides grants to pupils who would otherwise be unable to participate. Applications should be made to the Finance Director for consideration.

Any GCSE/prior learning required
None

Ms Cole, Ms Desmons

Global Warming: Evidence, Impact, Solutions

This Elective will focus on climate change of the past 150 and next 80 years. We will build up a picture of climate change since the Industrial Revolution and examine the link between atmospheric carbon dioxide content and global temperature change, looking at the impact of climate change, predictions of future climates using climate models and the range of options available to mitigate future climate change.

I aim to organise one or more field trips to UK labs where work in this field is currently underway.

Focus areas:
- **Recent atmospheric carbon dioxide change** - records from Mauna Loa
- **Recent temperature change** - records from a range of sources (atmospheric temperature, ocean temperatures, tree rings)
- **Carbon dioxide and temperature** - evidence for a causal link
- **Impact** of global warming: Sea level rise, coral bleaching, desertification, extreme weather events, wildfires.
- **Future climate**: Predictions from general circulation models.
- **Solutions**: Emission reduction (curbing energy use, alternative energy usage); incorporation into the biosphere (southern ocean fertilisation, tree planting), Carbon capture and storage.

Dr Oxburgh

History of Astronomy

What is science? How does it really work? And what happens when we use history to investigate those questions? This course will introduce students to the history of astronomy and give them the opportunity to explore key moments of its development as a science from the ancients to the twentieth century.

From the days when people first realised the paths of the moon and planets could be traced through the patterns of the fixed stars, astronomy has played a vital part in realms as varied as navigation, natural philosophy, international diplomacy and the verification of the wildest scientific theories – including Einstein’s Theory of General Relativity.

We will examine the way historians, philosophers and sociologists have used the history of astronomy to bring different perspectives to our understanding of the scientific process and engage with primary sources to question the validity of their arguments. Students will have the opportunity to develop a short research project of their own.

Ms Homes
**Holy War Past and Present**

This Elective course will involve study of holy war (‘crusade’ or ‘jihad’) in the past and the present. Following a brief introduction, the course will focus on the causes, course and consequences of one of the medieval crusades (the First or the Third Crusade) and one or more conflicts engaged in by modern Islamists (al Qaeda’s 9/11 attack on the USA and its aftermath and Islamic State’s creation of a caliphate in Syria and Iraq). Questions will be asked such as, ‘was religion the main cause of this conflict?’, ‘how did the conflict unfold?’ and ‘how far (if at all) were the issues at stake resolved?’. Similarities and differences between the conflicts will be teased out. Assessment will be through an article analysing the causes or consequences of a particular conflict in history combining text with visual sources.

Mr Holder

**How to Lose a Referendum – Why did the UK vote for Brexit?**

The course explains 18 reasons why the UK voted for Brexit, helping you to piece together the complex constellation of unique political circumstances that led to one of the greatest political earthquakes in history.

We will go back in time to the 1940s and 1950s to understand why the UK chose not to be there at the creation of what became the EU, therefore not being able to shape it in their interests. We will go forward to the 1960s and 1970s to understand why the UK decided to apply to join what had been created, and the economic and political contortions required to achieve membership. We will then see how, following a referendum in 1975 (two years after we joined) to ‘approve our membership’ a series of incidents over the next thirty years as the EU integrated, sometimes with us and sometimes around us, soured our relationship with the institution. With not a single Prime Minister feeling able to explain positively to the electorate why EU membership (and the immigration that came with it) benefited the country, it should come as no surprise that many now feel that by the time David Cameron committed to a new in/out referendum should he return to Government in 2015, it had probably already been lost. We will then turn to the campaign, linking it to what we will by that time understand about the history, to show that rather than losing the referendum, the Remain campaign actually outperformed what they might have expected had they known how difficult it would be. This course will make you informed about Britain’s history with the EU and why we are leaving, but at the same time leave you free to make your own decision about whether it was the right decision.

Mr Goldsmith

**How to set up a Small Business**

This course will look at the key aspects of starting a business. The main practical component will be writing a hypothetical business plan. This helps collate and clarify your business ideas and will help show that your idea is realistic and workable. You will consider market research, finance (raising capital and projected cash flow and profit and loss), marketing and pricing. A business plan can be critical in obtaining funding for your business idea.

We will also discuss the merits of different ownership structures, employment and other legal and regulatory matters.

Mr Ashby
Human Evolutionary History

Cavemen. Dinosaurs. Chimpanzees. Missing Links. Neanderthals. These are some of the words and images that come to mind when many people are asked about human origins. It’s all a bit vague. In fact, this isn’t that surprising. It is only relatively recently that we have been able to learn anything about our ancestors’ distant past and much of what we thought was true 50 or 100 years ago has been completely overturned.

This Elective will explore how our knowledge of human evolution and early human history has changed from the 18th century through to the present day and the methods used to upend past ideas—it’s surprisingly difficult to figure out how old a bone is or what its owner was like! We’ll look at how humans went from a new species with many competitors to a global phenomenon, and towards the end of the course, we’ll explore what, if anything, humans in modern society can learn from early humans.

The course should interest those that want to learn more about how humans evolved, how they spread across the globe and how anyone knows the answers to these questions.

Mr. O’Hara

International Relations

An increasing number of Latymerians are going on to study International Relations at university. This course is designed to provide an introduction to this fascinating subject for them, while also being accessible to those who just want to broaden their understanding of the world in which we live. No prior knowledge is required.

Although we will look at the main theories of International Relations, the emphasis will be on a “hands-on” approach, with classes making extensive use of discussions and simulations.

Students will role-play major powers in some of the likely conflicts that may occur over the next few years (e.g. Russia vs. Ukraine, China vs. Japan).

The course consists of one 10-week unit. Resources will be supplied via Google Classroom. Assessment will be based on participation in class and on a short essay on one of the themes in the course.

Mr Gilbert

Latin American Studies

The aim of this course is to widen your knowledge of Latin America and put it to practical use. We will create an audio-visual blog detailing conquests and colonisations, as well as dictatorships and revolutions. The diverse geography will also be an area of study and you will put together a tailor-made tour of personal interest. In addition, we will focus on popular culture including music, dance, sport, traditions and investigate social issues such as inequality, race and indigenous people. There will be also be an opportunity to carry out your own research on a country of your choice, which you will then present to the group. Finally, you will analyse contemporary Latin American film in its social and political contexts. Please note that there are no prior requirements for this course.

Ms Hetherington

Legal Studies

This course aims to provide an overview of the law and how it operates within society. The course will begin with some introductory legal concepts and ideas including looking at the nature of justice and the rule of law. We will also look at the roles of different institutions including parliaments and courts. The second half of the course will focus on analysing how the law operates on a practical level in society and an analysis of its effectiveness. This will include looking at criminal law and discussing case studies to determine how justice can be achieved. We will also look at how effective the law is in dealing with issues relating to the family, including: how to deal with family breakdown, family violence, surrogacy, same-sex relationships and the care of children.

Mr O’Leary
Light: More than meets the eye?!

We will be looking at how our changing understanding of light has underpinned much development in modern physics. We will examine why we believe light is both a wave and a particle and we will dig deeper into the relationship between electricity, magnetism and EM waves. Finally, we will develop these ideas to discuss how light informs our theories of the beginning (and end) of the universe. The course will involve some areas of practical work and also some spreadsheet-based assignments. The course is for those students interested in Physics but who are no longer studying Physics.

Mr McCarthy

Mathematical Computing

A single unit introduction to mathematical computing using Python. The course will cover the fundamentals of writing scripts in order to solve a variety of problems, and to present results graphically where appropriate. We’ll start coding from the off, testing and troubleshooting as we go. Below are some examples of the kind of problems we’ll try to solve:

- How many Friday 13ths were there in the 1900s?
- What’s the thousandth prime number?
- In New York, how many walking routes are there from Ground Zero to the Flatiron Building if you’re only allowed to go East along streets and North along avenues?
- What’s the smallest number which has more than 500 factors?
- Can we tell the difference between a random list of heads and tails (from real coin tosses) from a list that’s been made up to appear random?
- Start with a whole number. Square all its digits and add them to form a new number. Then square the digits of the new number and add them. Keep going. If you end up with the answer “1” then your original number is called a happy number. Find all the happy numbers up to and including 100.

Along the way we’ll deal with some important topics in computing, including:

- variables and data types;
- arithmetic;
- algorithms;
- conditions;
- loops and recursion;
- functions and modules;
- graphs;
- arrays.

Although Python is the language we’ll use in the course, the ideas themselves are more fundamental and will be transferable to other programming languages. Python has been chosen as a) it’s free and b) it’s widely used in real-world scientific projects.

Mr MacMahon

Medical Ethics

There are powerful ethical issues and questions in the area of Medical Ethics which can arise at all stages of life. Is an embryo a person? Does a foetus have rights? Is euthanasia something we should embrace in our legal system? What ethical questions surround cloning and the work of some in medical practice to prolong life? Such questions go to the heart of what it means to be human and a variety of religious and secular thinkers will enliven class debates on these key issues. The course should appeal to those who are applying to Medical School as well as those who have an interest in the philosophical underpinning of ethical stances. Students will deepen their knowledge of current debates and should be prepared to develop a personal response after critical and empathetic consideration.

Ms Lawson
**Myth, Thought, Identity**

Botticelli and Salvador Dali, Sigmund Freud and Nietzsche, Margaret Atwood and Rick Riordan: for centuries the myths of the Greeks have inspired new ideas and experiments in art, thought and literature. Today they can still make headlines, causing offence on campuses in the USA, while advertising films by Gia Coppola and Bret Easton Ellis have recently re-imagined the tale of Orpheus and Eurydice as fashion events. So what accounts for this persistent influence? And how should we understand these stories, where in poetry, sculpture and drama the Greeks expressed their culture’s ideologies and even propaganda?

Designed for anyone with an interest in art and literature, or history and philosophy, this ten-week course looks back to the original myths, considers how they have been interpreted and employed, and then takes the contemporary angle: how do figures like Narcissus invite us to reflect on our culture and ourselves?

---

**Neglected Diseases**

Neglected Tropical Diseases such as trypanosomiasis, bilharzia and onchocerciasis affect society’s poorest people in some of the world’s least economically developed countries. The elimination of these diseases will require an understanding of the molecular biology of the pathogens, the entomology of the insect vectors, the delivery of medical interventions, public health education and work towards Sustainable Development Goals.

Through developing an understanding of the challenges presented by each of these aspects, students will be asked to use their problem solving skills to design, evaluate and refine possible interventions. Students will look at current success stories, such as the near eradication of dracunculiasis, to analyse lessons learnt and application to future health campaigns. In keeping with habits of head, heart and hand, students will develop courage through making difficult decisions, need to consider others and their environment and learning will take place through discussion and oral presentations.

In a final session, we would build up to a simulated disease outbreak where students would have to allocate resources to understand a disease, design a strategy for treatment and work through logistical issues to reach remote populations.

---

**Playwriting**

Students will form a writing group to work towards writing 30-minute plays to be submitted as part of the National Theatre’s New Views playwriting competition. Lessons will make use of the online writing courses created by the National Theatre covering aspects such as: story, dialogue, structure, style and stagecraft. Students will be supported by a professional writer to inspire and shape initial ideas and give individual feedback on first and final drafts. We will also see a National Theatre production. Lessons will combine writing and teaching and allow students time to share work in progress and give feedback to one another. There is also opportunity for rehearsed readings of finished plays to be presented in school.

---

*Mr Holmes*  

*Ms Hansford*  

*Ms Woodham*
Psychology

This course will highlight the most interesting experiments within the field of psychology, discussing the implications of those studies for our understanding of the human mind and human behaviour. We will explore the brain and some of the cognitive abilities it supports like memory, learning, attention, perception and consciousness. We will examine human development - both in terms of growing up and growing old - and will discuss the manner in which the behaviour of others affects our own thoughts and behaviour. Finally, we will discuss various forms of mental illness and the treatments that are used to help those who suffer from them. The fact of the matter is that humans routinely do amazing things without appreciating how interesting they are. However, we are also routinely influenced by people and events without always being aware of those influences. By the end of this course you will have gained a much better understanding and appreciation of who you are and how you work. And I can guarantee you that you'll learn things that you'll be telling your friends and family about, things that will fundamentally change the way you think of yourself and others. How can you resist that?

Ms Blatch

Science of Society

Social science and Sociology involve the academic study of society. It is called a science as it is theoretical and philosophical but is also scientific in the use of evidence from science based research methods. It is an exciting, inspiring and highly relevant subject because it enables us to understand the how societies function and social change occurs. The study of society draws upon History, Economics, Politics, Law, Psychology, Anthropology and yet is a distinct discipline that facilitates our understanding of the individual and society through exploring how and why social change occurs, ideology, culture and identity. Modern sociology explores the emergence of movements such as feminism and civil rights and the impact these movements have had on social change. For students wanting to study social science subjects at university this Elective will be very helpful and would be good for all intellectually curious students who want to explore why we live the way we do.

Mrs Heywood

Social Science by numbers

The social sciences have got their work cut out. In a field full of bold claims, predictions and contrasting opinions, it is difficult to have faith in them as ‘sciences’ at all. Only numbers can set them free.

This course will help you understand some of the challenges of the social sciences and how to make convincing evidence-based arguments in the social sciences.

Some questions we may think about:
- Why was the Brexit vote a surprise?
- Can we quantify happiness?
- Can data help us form laws in the same way as Physics, Chemistry or Biology?
- Are there strong relationships between demographics and voting behaviours?

Structure

Unit 1: What goes up? An inquiry into unusual connections in the social sciences.
Unit 2: The full picture. Using a range of statistical methods to analyse a case study.

Mr Wearden
**Sports Physiology**

The course will help give you an understanding of how the body is structured and works during sporting performance. This will involve:

- an overview of the skeletal, muscular, cardio-vascular and respiratory systems and their relationship to exercise.
- a review of the different training methods available and their specific impact.
- an introduction to energy and nutrition and the effect on training and performance.
- the concepts of training programmes and how to devise one.

The delivery of the sessions will take the form of formal lectures, workshops and practical sporting and exercise-led sessions.

This course will be of interest to anyone keen on gaining a greater understanding of sport and the physiology that supports their performance. There is no GCSE requirements for the course and it will be particularly useful for those involved in sports teams at Latymer.

---

**Mr Gill**

---

**Sports Psychology**

Sports Psychology has become an integral part of top level sport and this course will look at the important mental processes that can affect sports performance. Stress and Anxiety can play a key role towards both the improvement and deterioration of performance at all levels and so we will look at strategies to combat both the somatic and cognitive effects. We will hope to apply this knowledge to the experience gained whilst playing within Latymer teams. Along with this we will examine the effects of Group Dynamics as well as understanding areas such as Aggression, Leadership and Motivation.

---

**Mr Gibson**

---

**Stained Glass Design and Make**

An introduction to the cultural heritage of stained glass in Western Europe and a much closer study of contemporary art glass practice.

Introduction to and practice of a range of stained glass techniques, to include cutting and layering coloured glass, painting, leading and finishing, all with appropriate safety training.

To design, refine and realise a stained glass panel incorporating a mix of processes, synthesising your contemporary visual vocabulary with traditional skills.

Install your glass panel on exhibition at home.

---

**Mr Mumby**

---

**Textile Art**

Learn the basics of wet felting and embroidery.

We will analyse and explore the characteristics of different textiles including types of wool and other loose fibres. You will learn how to use wet felting to create a wool layout as well as adding interesting texture by incorporating a variety of additional fibres and embellishing techniques. There is also the possibility to extend into 3D felting and needle felting with demand from students.

This will be a single unit course, open to textile beginners and those with some experience, which will show you the basics of painting with wool and open up further creative possibilities. This course would be suited to anyone considering Art and Design or fashion pathways.

---

**Ms Davies**

Singer-Songwriter, Musician, Poet, Novelist and Painter, Leonard Cohen (the man who wrote 'Hallelujah'), is one of Canada’s greatest poets (certainly the greatest in the last 50 years) and a serious rival to Bob Dylan for the title of ‘Best songwriter of his generation’. According to the journalist Edward Docx ‘Leonard Cohen is John Donne to Bob Dylan’s Shakespeare’.

In this Elective we will be looking at Cohen’s songs from his early hits such as ‘Bird on the wire’ and ‘Suzanne’ to those on his last album ‘You want it darker’. We will also look at some of Cohen’s poetry. His main themes are: personal relationships, sex and religion, isolation, social and political comment. Although Cohen has been described as the ‘Godfather of gloom’ what I intend to demonstrate is that his work is actually full of wry, insightful, self-deprecating humour which builds into something positive and life-affirming: ‘A manual for living with defeat’!

This Elective is aimed particularly at anyone interested in Music, Poetry or English. Indeed, some universities have introduced a Module, as part of their English course, on the work of Leonard Cohen & Bob Dylan.

Mr Gysin

Theatre Criticism

The course will look at what theatre criticism is, including criticism vs review, the role of the theatre critic, its place in the Arts world and significance throughout history. This will move into reading and researching the works of popular contemporary theatre critics in Britain and styles of criticism with a view to compare/contrast and sessions on the skills, language and style of argument necessary to critique a show. This will all culminate in a theatre trip and study of a play with the aim of writing a piece of theatre criticism. The course will be made up of discussion, presentations, independent research and writing.

Miss Bruton

Visual Communication

Visual communication of ideas, thoughts, work or events is an invaluable skill in whatever field of work you decide to commit to.

This Elective will teach you the essential principles of graphic design from first principles of line, shape and colour theory to advanced rules of typography and Gestalts Theory using a number of different platforms including websites, social media, presentations, documents, logos as well as the more obvious graphic communications.

We will analyse how and why designs are successful as well as explore iconic designers (e.g. Margaret Calvert, Aaron Draplin, Christopher Niemann), historical design movements (e.g. De Stijl, Bauhaus, Pop Art) and new movements (information visualisation, material design). We will use apps, design software as well as Adobe Photoshop to create successful and powerful designs.

Miss Green
AB INITIO LANGUAGES

**Classical Greek ab initio**

2 units + 1 extension unit depending upon demand

This intensive course is aimed at aspiring classicists who have no experience of Classical Greek. Consolidation will be required between lessons, much of which can be aided by online tools such as Memrise, Quizlet and the Eton Greek Software Project. Prior knowledge of Latin will be useful but not essential. We shall follow the JACT course Reading Greek, which is used with beginners’ groups on the long-established Greek Summer School at Bryanston.

Students will rapidly acquire a fundamental understanding of the Greek alphabet, grammar and syntax so that by the end of the second unit they are able to read Greek literature - including Homer, Greek tragedy and Herodotus - in the original language. A third, extension unit will offer the chance to explore longer, additional texts.

Mrs Collier

---

**German ab initio**

2 units + 1 extension unit depending upon demand

There are many reasons why you may want to learn German. It may be to enhance your experience of travel to German speaking countries, be that on the ski slopes or during a trip to a vibrant city such as Berlin or to enable you to communicate proficiently in business. It is the language of Goethe, Mozart and Nietzsche, the second most commonly used scientific language and is the most widely spoken native language in Europe. Whatever plans you may have for the future, a knowledge of it will increase your options. This course will introduce you to the basics of the language and will provide a solid foundation for any potential further study. No prior knowledge is needed.

Mrs Healy
For those students who do not wish to undertake the Extended Project there is another route by which:
1. they can demonstrate their individual interest and passion in a subject area of their choice; and
2. they can show universities that not only have they been taught relevant research skills (in the Core course Knowledge and Research Skills) but they can apply them.

The requirements for the Latymer Research Project are limited:
1. Students who wish to take advantage of this opportunity submit a proposal (including a clear evaluative question) about their proposed investigation
2. Students research and present their findings in a Research Report of no more than the equivalent of 3000 words (the exact form of the report will depend on the investigation)

The topic for the investigation may be inspired by a student’s A Level /Pre-U courses, by a desire to extend their work on a Latymer–designed Elective, by the subject they are considering for study at university, or by a personal interest outside these options.

The Latymer Research Report will be undertaken in the student’s own time and should take place after completion of the Knowledge and Research Skills course. It is envisaged that most would undertake the project in the Summer Term and complete over the summer vacation. The deadline for submission will be in the September of Y13, so that reports can be assessed in time for students to include this in their university applications. The reports will be assessed, like the Latymer-designed Electives, at Distinction, Merit and Pass levels.

Mr Matthews
We hope every Sixth Form student will qualify for the Latymer Diploma that will recognise personal development, contribution and achievements both academic and co-curricular and so reflect the Learner Profile.

Why a Diploma?
Our aspiration is, in line with the Learner Profile, that Latymer students are ‘academic, rounded and grounded’. The Latymer Diploma will be a relatively flexible instrument that will serve as:

- a record and evidence of the ways in which individual students have built towards the Latymer Learner Profile (and so are academic, rounded and grounded);
- will give leavers a formal acknowledgement of the academic, rounded and grounded education they have experienced;
- will make the Latymer Sixth Form offer distinctive;
- will enhance university applications both here and abroad; and
- will offer routes through for both the strongly academically inclined and the less academically inclined whilst also requiring a certain balance. (This in part because the certificate/diploma acknowledges the worth and utility of co-curricular activities and other aspects – service, leadership, commitment etc.)

Scope and minimum requirements
The Diploma will reflect school experience and achievement in the Sixth Form. The **minimum** Sixth Form requirement will be successful completion of the Core (see page 4) plus a Learning Journal and a range of additional ‘credits’ reflecting academic and co-curricular aspects. In addition to the Core we expect a minimum of SIX credits, of which a minimum of two should be academic and one co-curricular. The **scale of credits** is below:

**Scale of Credits**

**For Elective Courses:**
- 1 unit Elective = 1 credit
- 2 unit Elective = 2 credits
- Latymer Research Report = 1 credit
- Publicly examined courses (EPQ, AS, A Level) will be appropriately credited with 2 or 3 credits)

**For Co-curricular Activities:**
- Extra Service (including Round Square or School International Service) = 1 credit
- School representation: regular sports team, Drama, Music, Debating, MUN, etc. = 1 credit
- Key Leadership roles = E.g. Prefect, Round Square Committee, Captain of Sports Team, School Council, and similar = 1 credit
- Extra-curricular activity (regular commitment over two terms or equivalent) = 1 credit
- World Challenge/D of E silver/gold = 1 or 2 credit(s)

Six credits is a minimum requirement that every Sixth Form student should be able to achieve. Of course, many, probably most, will do more than the minimum and we would want to reflect that by acknowledging up to three different levels of Diploma – Pass, Merit, Distinction.
Possible combinations of academic and co-curricular credits

All students are expected to take at least two of the Latymer-designed courses and/or Latymer Research Report and to get fully engaged with at least one co-curricular activity.

THE LATYMER DIPLOMA

Core plus Electives plus Co-Curricular = Diploma (Pass/Merit/Distinction)

<table>
<thead>
<tr>
<th>Academic Credits</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
<th>Option 5</th>
<th>Option 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LDE/LRR</td>
<td>LDE/LRR</td>
<td>LDE/LRR</td>
<td>LDE/LRR</td>
<td>LDE/LRR</td>
<td>LDE/LRR</td>
</tr>
<tr>
<td>2</td>
<td>LDE/LRR</td>
<td>LDE/LRR</td>
<td>LDE/LRR</td>
<td>LDE/LRR</td>
<td>LDE/LRR</td>
<td>LDE/LRR</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extra-Curricular Credits

Minimum for a **Pass**: 6 credits including 2 Latymer-designed electives (LRR) and at least 1 Co-Curricular activity.

Examples:
(assuming Core requirements fulfilled)

**Student A: Gains 6 credits – Level 1 - Pass**
Chooses AS French (2 credits),
Latymer Research Report (1 credit)
Game Theory Latymer-designed course (1 credit)
Participation in a major drama production (1 credit)
Eco Society (1 credit)

**Student B: Gains 6 Credits – Level 1 - Pass**
Chooses AS Maths (2 credits), 2 Elective courses (2 credits), representative netball (1 credit),
Captain of netball (1 credit)

**Student C: 7 Credits – Level 2 - Merit**
Chooses EPQ (2 credits), 2 terms ab initio language (2 credits), MUN (1 Credit), Prefect (1 credit),
Drama production (1 credit)

**Student D: 7 Credits – Level 2 - Merit**
3 Elective courses (3 credits), Round Square committee (1 credit), International Service (1 credit),
Global Perspectives Society (1 credit), Latymer Consort (1 credit)

**Student E: 8 Credits – Level 3 - Distinction**
3 x Elective courses (3 credits), Latymer Research Report (1 credit), Rowing (1 credit), World Challenge Expedition (1 credit), Extra Service (1 credit), Prefect (1 credit)

**Student F: Gains 9 credits – Level 3 - Distinction**
Extended Project (2 credits), 2 x Elective courses (2 credits), D of E Gold (2 credits), Extra Service (1 credit), Choir (1 credit), MUN (1 credit)
The Latymer Learner Profile

The overarching aims of a Latymer education are:

● to provide our pupils with a life-changing education that equips and inspires them to excel in the wider world,
● to enable all our pupils to flourish as human beings in an ever more complex and connected world,
● to have the dispositions and skills to be the best that they can be, and
● to be a positive influence on the world around them.

Our aim is that, on graduating from Latymer Upper School, each Latymerian will have developed the necessary dispositions and skills to be a lifelong learner, a global citizen and successful in adult life. So Latymerian graduates will:

be **confident in themselves, reflective, mindful and self-aware**. They can assess and understand their intellectual, emotional and physical strengths and limitations in order to support their learning, personal development and wellbeing.

have a **growth mindset** that recognises intelligence and ability are not fixed but can be developed through effort combined with appropriate strategies and support.

show **courage and resilience** in the face of challenge, uncertainty and the unfamiliar and will take appropriate risks in seeking to meet/overcome those challenges be they personal, intellectual, social or physical. They actively seek to challenge themselves and are not fearful of making mistakes or failure, rather they seek to learn from their experience.

be **principled and responsible** role models and influencers. They are trustworthy and act with integrity and honesty, with a developed sense of fairness, justice and respect for the dignity, beliefs and rights of others. They seek to act ethically and take responsibility for their own actions and the consequences that accompany them.

be **open-minded and tolerant**. They have a critical appreciation of their own cultures, values, traditions and personal histories and an interest in and respect for the perspectives, cultures, values and histories of other individuals, groups and communities.

show **empathy with and compassion to** others and have a commitment to action, service and charity borne out of a genuine concern for their fellow human beings and the environment

be **curious and questioning**, both intellectually and more generally about the world around them. They have a love of learning and a desire to know, understand and explore concepts, ideas, problems and issues that have personal, local, national or global significance

be **critical, creative, flexible, resourceful and reflective** thinkers and problem-solvers. They can come to reasoned conclusions based on critical evaluation of relevant context and available evidence. They can apply rigorous logic where appropriate and can also seek and evaluate a range of views/arguments on more uncertain, subjective or ethical questions.

be **hard-working and committed**

be **collaborative**. They are eager to work with others to improve their learning, achieve shared goals, solve problems and assist and support their fellows.

work effectively **independently**. They show initiative, are self-directed and organised.
be **information and media literate** and know how to research and evaluate information of different types and from different sources; they understand and recognise the importance of academic integrity.

have developed the **skills of effective communication**. They can communicate effectively in more than one language and through a variety of media (written, oral, visual, numerical, digital, physical etc.) They are effective listeners and observers.

be **global citizens**:

- interested in the world around them – locally, nationally and globally;
- view intercultural understanding as key to helping improve the world;
- concerned for human rights, equity and social justice;
- concerned about sustainability and the environment;
- believe that people both as individuals and when working with others can make a difference;
- disposed to act for a better world (in relation to lifestyle and in terms of participation).
<table>
<thead>
<tr>
<th>University</th>
<th>Number</th>
<th>Subjects</th>
</tr>
</thead>
</table>
| Bristol University | 21     | Accounting and Management  
|                |        | Biochemistry  
|                |        | Biomedical Sciences x 2  
|                |        | Childhood Studies  
|                |        | Economics and Management  
|                |        | Economics and Politics  
|                |        | English x 2  
|                |        | French and Spanish (4 years)  
|                |        | Geography with Study Abroad  
|                |        | History  
|                |        | Liberal Arts  
|                |        | Management x 3  
|                |        | Mechanical Engineering  
|                |        | Philosophy  
|                |        | Physics with Innovation  
|                |        | Politics and Spanish (4 years)  
|                |        | Sociology with Study Abroad (4 years)  |
| Oxford University | 20     | Biomedical Sciences x 2  
|                |        | Chemistry x 4  
|                |        | Classics  
|                |        | Economics and Management  
|                |        | Engineering x 2  
|                |        | English Language and Literature x 2  
|                |        | Geography  
|                |        | Law  
|                |        | Mathematics  
|                |        | Medicine  
|                |        | Philosophy, Politics and Economics x 3  
|                |        | Physics (4-year MPhys)  |
| Leeds University | 13     | Childhood Studies  
|                |        | Civil and Environmental Engineering  
|                |        | Classical Literature & English  
|                |        | Economics  
|                |        | Economics and Management  
|                |        | Environmental Science  
|                |        | Geography and Sociology  
|                |        | Liberal Arts  
|                |        | Medical Sciences  
|                |        | Medicine  
|                |        | Philosophy and Physics  
|                |        | Philosophy, Psychology and Scientific Thought  
<p>|                |        | Politics  |</p>
<table>
<thead>
<tr>
<th>University</th>
<th>Number</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>University College London</td>
<td>11</td>
<td>English x 2&lt;br&gt;Modern Languages (4 years)&lt;br&gt;Neuroscience x 2&lt;br&gt;Philosophy x 2&lt;br&gt;Engineering x 2&lt;br&gt;Latin and English&lt;br&gt;Spanish and Latin American Studies</td>
</tr>
<tr>
<td>Durham University</td>
<td>10</td>
<td>Biological Sciences&lt;br&gt;Classics&lt;br&gt;English Literature&lt;br&gt;Geography x 2&lt;br&gt;History&lt;br&gt;Mathematics (3 years)&lt;br&gt;Modern Languages and Cultures (with Year Abroad)&lt;br&gt;Natural Sciences&lt;br&gt;Theology and Religion</td>
</tr>
<tr>
<td>Edinburgh University</td>
<td>10</td>
<td>Chinese and French&lt;br&gt;Chinese and History&lt;br&gt;Classics&lt;br&gt;Engineering&lt;br&gt;Geography and Economics&lt;br&gt;History&lt;br&gt;History of Art and English Literature&lt;br&gt;Mechanical Engineering x 2&lt;br&gt;Social Anthropology</td>
</tr>
<tr>
<td>Warwick University</td>
<td>10</td>
<td>Chemistry&lt;br&gt;Computer Science&lt;br&gt;Economics x 2&lt;br&gt;History&lt;br&gt;Life Sciences and Global Sustainable Development&lt;br&gt;Mathematics&lt;br&gt;Mathematics, Operational Research, Statistics, Economics (MORSE)&lt;br&gt;Politics, Philosophy and Law (PPL)&lt;br&gt;Theatre and Performance Studies</td>
</tr>
<tr>
<td>Bath University</td>
<td>7</td>
<td>Biomedical Sciences x 2&lt;br&gt;Civil Engineering&lt;br&gt;Economics x 2&lt;br&gt;International Development with Economics&lt;br&gt;Mathematics</td>
</tr>
<tr>
<td>Exeter University</td>
<td>6</td>
<td>Economics with Industrial Experience&lt;br&gt;Geography x 2&lt;br&gt;History&lt;br&gt;Neuroscience&lt;br&gt;Politics, Philosophy and Economics</td>
</tr>
<tr>
<td>University</td>
<td>Number</td>
<td>Subjects</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Manchester University            | 6      | Architecture  
                              Criminology  
                              Drama  
                              History  
                              History of Art  
                              Law |
| Nottingham University            | 6      | Classics  
                              Classical Civilisation  
                              English  
                              Geography  
                              Mechanical Engineering  
                              Physics (4 years) |
| Sussex University                | 6      | Business, Management & Economics with Foundation Year  
                              Engineering with a Foundation Year  
                              English and Media Studies  
                              History x 2  
                              Medical Neuroscience |
| Imperial College London          | 5      | Chemical Engineering  
                              Mechanical Engineering  
                              Medicine x 2  
                              Physics with Theoretical Physics |
| King’s College London            | 5      | English x 2  
                              Film Studies x 2  
                              Liberal Arts |
| Newcastle University             | 5      | Economics  
                              Geography  
                              Mechanical Engineering  
                              Medicine and Surgery  
                              Politics and History |
| London School of Economics       | 4      | Government and History  
                              Mathematics, Statistics, and Business  
                              Politics and International Relations  
                              Social Anthropology |
| Cambridge University             | 3      | History  
                              Medicine  
                              Modern and Medieval Languages |
| St Andrews University            | 3      | English  
                              Mathematics and Physics  
                              Theology |
| Birmingham University            | 2      | Classics  
                              Computer Science with an Industrial Year |
| Camberwell College of Art        | 2      | Art Foundation |
| City, University of London       | 2      | Biomedical Engineering  
                              Law |
<table>
<thead>
<tr>
<th>University</th>
<th>Number</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loughborough University</td>
<td>2</td>
<td>Product Design and Technology&lt;br&gt;Product Design Engineering</td>
</tr>
<tr>
<td>Architectural Association</td>
<td>1</td>
<td>Architecture</td>
</tr>
<tr>
<td>Cardiff University</td>
<td>1</td>
<td>Medicine</td>
</tr>
<tr>
<td>Glasgow University</td>
<td>1</td>
<td>Communication Design</td>
</tr>
<tr>
<td>Goldsmiths, University of London</td>
<td>1</td>
<td>Psychology</td>
</tr>
<tr>
<td>Guildhall School of Drama</td>
<td>1</td>
<td>Drama</td>
</tr>
<tr>
<td>Kensington &amp; Chelsea College</td>
<td>1</td>
<td>Art Foundation</td>
</tr>
<tr>
<td>Reading University</td>
<td>1</td>
<td>History and Politics</td>
</tr>
<tr>
<td>Sheffield University</td>
<td>1</td>
<td>Medicine</td>
</tr>
<tr>
<td>SOAS, University of London</td>
<td>1</td>
<td>Social Anthropology</td>
</tr>
<tr>
<td>Southampton University</td>
<td>1</td>
<td>Electrical and Electronic Engineering</td>
</tr>
<tr>
<td>St George’s Hospital</td>
<td>1</td>
<td>Medicine</td>
</tr>
<tr>
<td>Surrey University</td>
<td>1</td>
<td>Business Management (Entrepreneurship)</td>
</tr>
<tr>
<td>Swansea University</td>
<td>1</td>
<td>Accounting and Finance</td>
</tr>
</tbody>
</table>

**European Universities**

<table>
<thead>
<tr>
<th>University</th>
<th>Number</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>dBs Music Berlin</td>
<td>1</td>
<td>Music</td>
</tr>
<tr>
<td>Bocconi University, Milan</td>
<td>1</td>
<td>International Economics and Finance</td>
</tr>
<tr>
<td>Leiden University</td>
<td>1</td>
<td>Psychology</td>
</tr>
<tr>
<td>University</td>
<td>Number</td>
<td>Subjects</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>McGill University</td>
<td>4</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td><strong>Canadian Universities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claremont McKenna College</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Princeton University</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>1</td>
<td>Engineering</td>
</tr>
<tr>
<td>Dartmouth College</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>MIT</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Yale University</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Stanford University</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>NYU</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Pomona College</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Duke University</td>
<td>1</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td><strong>American Universities</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Unpretentious, cosmopolitan community; highly academic; forward-thinking, with a deep-pocketed bursary programme and a fabulous real-world co-ed buzz.”

TATLER SCHOOLS GUIDE 2018