

Lewes Old Grammar School

6th Form Options Handbook

2025 - 2027



Contents

6th Form Introduction.....	3
A Level Courses	
Art & Design.....	7
Biology.....	9
Chemistry.....	10
Classical Civilisation.....	11
Computer Science.....	13
Dance.....	15
Drama & Theatre Studies.....	22
Economics.....	25
English Literature.....	27
Geography.....	29
Government and Politics.....	31
History.....	33
Latin.....	34
Mathematics.....	35
Modern Languages.....	37
Music.....	39
Philosophy.....	40
Physics.....	42
Psychology.....	44
Sociology.....	46
BTEC Courses	
Business BTEC Level 3 Diploma.....	49
Sport BTEC Level 3 Diploma.....	50
Additional Courses	
Food Science and Nutrition.....	53

6th Form Introduction

Lewes Old Grammar School's 6th Form is a vibrant and intellectually challenging community that provides wonderful opportunities for success. It is large enough to offer a wide range of subjects and yet small enough to give support and individual focus to every student. Every year we help students build on their GCSE results. We welcome applicants with good GCSEs from our own Year 11 and from those outside the School, believing the blend of existing and new students creates a distinctive and fresh start for all.

At LOGS, programmes are tailored as far as possible to accommodate individual needs with students fully involved in discussions about the best A Level combinations for them. In addition, at LOGS we provide strong pastoral support and guidance, and a commitment to ensuring the overall development of each student to become a mature and responsible young adult, able to play their role in our community and the world outside.

Sixth Form students are under the supervision of a Personal Tutor who closely monitors their academic progress as well as developing their tutees' social and moral dimensions. They aim to ensure that all Sixth Formers reach their potential as citizens, academic students, leaders and team players. Ultimately all these qualities combine to fulfil the crucial aim of enabling progression into Higher Education, an area where we once again have proven experience and success.

I am pleased by the fact that LOGS 6th Formers have an impressive self-assurance by the time they leave and are confident in making their way in the world socially and professionally. Sixth Formers at LOGS tend to form close bonds and this only comes from a shared sense of purpose in an environment which is both stimulating and enjoyable.

At LOGS we offer a wide range of A Level options. Most pupils are encouraged to consider four subjects in the Lower Sixth, before narrowing down to three subjects once they are clear on which they enjoy most. Where appropriate a student can continue with four. We also deliver BTEC qualifications as alternatives to A Levels. These courses are relatively small in number because we only offer courses that we believe represent real value. The choice between BTEC and A Level should be steered by the different methods of assessment. BTECs use continuous assessment as a significant part of the assessment process and this would definitely suit certain candidates whereas A Levels are in the main examined by a number of unseen papers at the end of the course.

Sixth Form study provides the opportunity for students to specialise in subjects in which they have a real interest and also to take on new subjects. We expect decisions about subjects and combinations to be made after considerable discussions with the widest possible consultation and advice being sought.

6th Form Introduction Cont.

When making their choices, it is wise for students to consider the following questions:

- Which subjects do I enjoy?
- If I choose a particular combination, which doors would be closed to me either in higher education or as a career?
- Are all subjects viewed equally?
- How is each course assessed?
- What proportion is coursework?

The order of these questions is very important, as academic success at in the Sixth Form will be very much more dependent on a student's own efforts and individual research than it was at GCSE. As most will be studying as a passport to a university place it is worth remembering that students will need three passes at grade B (or equivalent) at the very least for most competitive courses. In addition students will, as a rule, get the highest grades in the subjects that they enjoy most.

It is sensible to ensure that a pupil's choice of subjects keeps open as many opportunities as possible. Universities are generally much more open-minded than they were and it is rare for them to be prescriptive in more than two subjects. A medical school, for example, will demand A Level Chemistry and possibly a second science such as Biology but will welcome applicants with a language or humanities subject as their third or fourth A Level.

Occasionally, individual institutions may be more prescriptive. Cambridge courses in engineering are highly theoretical and therefore more accessible to students with Mathematics, Further Mathematics and Physics. Potential architects may need Mathematics and Physics at Edinburgh, for example, where other courses in Architecture may require Fine Art instead. Unusually, Cambridge medical students may still need two of Biology, Physics or Mathematics as well as Chemistry.

A question often asked is 'are different subjects viewed differently by universities?' Implicitly this is asking are some subjects seen as 'softer' options by universities whilst others viewed as 'harder'? For the most part, we are not privy to the decisions made by admissions tutors at universities and there is only limited information made public. The most detailed information has been published by the Russell Group universities (Russell Group: Informed Choices 2020), which includes Oxford and Cambridge who themselves have added greater detail. Their advice on the choice of subjects is fairly clear and emphasises that students need to be studying two 'traditional' A Level subjects with a high percentage of the course assessed by final examination to make a successful application to most courses at these competitive universities. They identify A Levels that they describe as 'facilitating' subjects in that previous subject knowledge is built upon in degree studies and, as a result, that subject must be studied at A Level to apply for a degree in certain disciplines — these subjects are Mathematics, Further Mathematics, English Literature, Physics, Biology, Chemistry Geography, History and Modern Foreign Languages.

6th Form Introduction Cont.

The Russell Group also identify 'softer' subjects as those having a strong vocational or practical bias — Media Studies, Art and Design, Business Studies for example — but they state that the choice of one of this type of subjects by a student will not hamper an application to a Russell Group university if the other subjects studied are 'harder' subjects. The Russell Group advice effectively means that the choice of third and fourth subjects by a student is therefore very wide. It is also well worth noting that not all top universities are in the Russell Group (e.g. Bath) and that there are far more universities in the UK where the most important factor in the success of a student's application will be the final grades achieved irrespective of the subjects studied.

A Level Courses



Art & Design

Course Details

Head of Department:	Ms J Dinmore
Taught by:	Ms J Dinmore
Specification:	Edexcel

Components

Component 1 Personal Investigation. 60%

Component 2 External set theme. 15 hours – 3 Day exam. 40%

Expectations in Art

- A positive attitude to creative tasks.
- To go beyond the obvious.
- To be genuinely curious. Therefore, visit Art galleries and research relevant artists.
- Show your enjoyment of drawing, taking photographs, sculpting and expressing your own visual language.
- Produce artistic and independent work, where you explore your mistakes and rethinking of an idea.

Assessment Objectives

You should provide evidence that fulfils the four Assessment Objectives:

A01	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
A02	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
A03	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
A04	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Thematic Responses

- Annotated sketchbooks, notebooks and photographs
- Large-scale rough studies
- Test/trial pieces, maquettes
- Digital material
- Documentation of your progress/experimentation
- Life drawing
- Final pieces
- 1000 word personal study on a chosen artist

Your coursework should show evidence of the following:

- Your development and control of visual literacy and the formal elements (tone, texture, colour, line, form)
- An exploration of techniques and media
- Investigations showing engagement with appropriate primary and secondary sources
- The development of your thoughts, decisions and ideas based on the theme
- Critical review and reflection
- Documentation of gallery visits

Biology

Course Details

Head of Department:	Dr A Scott
Taught by:	Dr A Scott, Dr H Lancaster, Mrs H Tilling
Specification:	AQA - AS: 7401, A level: 7402

A-Level Biology is a very versatile subject as not only is it a prerequisite for various university courses including Medicine and Veterinary Science but it also combines extremely well with all the Sciences, Geography, Psychology and PE. It provides skills, which are invaluable for following careers in various disciplines including Maths, Business, Law and Environmental Science.

The AS course is one year and is examined at the end of year 12 with two 90 minute papers. The A2 course covers 2 years work including the material studied at AS and is examined with 3 papers each 2 hours. The practical aspects of biology will be tested in these written papers.

Course Aims

AS and A Level Biology are designed to build on concepts and skills that will have been developed in the GCSE Biology specification, presenting Biology as exciting, relevant and challenging. This prepares students for either a career in a Science discipline or provides essential skills for a wide range of courses.

The course provides candidates with the opportunity to learn a number of important skills. Including demonstrating an understanding of scientific knowledge and being able to organise and communicate information in a variety of ways. The practical skills include recording observations and measurements with appropriate precision; analysis, interpretation, explanation and evaluation of the methodology and results and the impact of their own and others' experimental and investigative activities. These are skills applicable to a wide range of disciplines.

At AS Level, the course will stimulate the enthusiasm of students from the start bringing biology to life. It will emphasise the way in which biologists work and the contributions of biology to society in a way that underpins the content. The AS specification includes the study of biological molecules, cells, organisms, transfer of materials from their environments and genetic information and relationships between organisms. A GCSE pass in Chemistry and a high Maths pass will be useful especially for the study of biological molecules.

At A Level the specification includes all the AS topics together with a study of energy transfer, responding to change, more in depth genetics, populations, evolution, ecosystems, and control of gene expression.

Chemistry

Course Details

Head of Department:	Ms J Medcalf
Taught by:	Ms J Medcalf and Mr M Ferguson
Specification:	AQA - AS: 7404, A level: 7405

Studying Chemistry is great for those who want the challenge of solving problems, critical thinking. It provides an insight into how chemicals interact with one another, and why this can help with building a more sustainable world.

Chemical reactions are at the heart of our existence. A sequence of chemical reactions keeps us alive. Chemical reactions heat and light our homes and cities and provide much of the energy to transport us from place to place. Chemical reactions colour our world. Chemical reactions provide plastics, drugs, pesticides, explosives, building materials, clothing, food flavourings and additives and much more.

So, if you want to understand some of the most important and fundamental processes which occur on earth, then study chemistry. If you enjoy practical laboratory work and can cope with some Maths (at least a grade 6 at GCSE) then study chemistry. If you are intrigued by the science studied so far and want to find out why some of the answers at GCSE seem incomplete, then study chemistry.

Future Careers

For many careers including medicine, veterinary science and dentistry together with environmental sciences, geology and food sciences. It is an excellent subject to study alongside other subjects as the wide range of skills developed and the challenging nature of much of the material make it a good preparation for university study in any course.

Course Content

We follow AQA's specification for Chemistry for AS and A Level. At both levels, the course content is divided into Physical, Inorganic and Organic Chemistry. At the end of Year 13 this is examined by three written papers, practical skills will be examined within these papers.

Year 12	Year 13
Atomic structure	Further organic reactions
Amount of substance	Chemical analysis
Group 2 and 7	Rates and kinetics
Energetics	Acids and bases
Organic reactions	Chemical cells

Classical Civilisation

Course Details

Head of Department:	Mr K Rogers
Taught by:	Mr K Rogers
Specification:	OCR - A Level: H408

Why study Classical Civilisation?

Do you want to learn about where huge ideas came from like democracy and philosophy?

Do you want to study art and architecture that has influenced our modern tastes and designs?

Are you interested in Ancient History?

Do you want to read about gods and goddesses, heroes and villains, monsters and mythical creatures?

Do you want to study some of the greatest literature ever written?

Do you enjoy learning about different cultures and societies, religion, history, drama, literature, human psychology?

Do you want to study an enjoyable subject that can also open many doors in your later career?

Outline of the Course

Component 1: The world of the hero

In this component learners will study Homer's *Odyssey*, as well as Virgil's *Aeneid*. Learners will develop an increasingly sophisticated level of knowledge and understanding of the epics themselves, the way in which they were composed, and the religious, cultural and social values and beliefs of its society.

Component group 2: Greek Theatre

The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world and has had a profound and wide-reaching influence on modern culture. To fully understand this cultural phenomenon requires study of not only the plays but the context in which their form and production developed. To develop this understanding this component involves the study of the physical theatre space used by the Greeks to stage their dramas and also depictions of this staging in the visual/material record. The plays studied are: Sophocles' *Oedipus the King*, Euripides' *Bacchae* and Aristophanes' *Frogs*.

Classical Civilisation Cont.

Outline of the Course Cont.

Component group 3: Politics of Late Republic

The Late Roman Republic was a period of upheaval and conflicting views on how the Roman state should function. These conflicts eventually led to the downfall of the Republican *res publica* (state) and the rise of the Roman Emperors. In this component learners will study the political thought of the period from Sulla's retirement in 79 BC to the death of Cicero in 43 BC, through examining Marcus Porcius Cato, Gaius Julius Caesar, and Marcus Tullius Cicero.

A2 Level Outline

Component 1: The world of the hero

Greek & Roman Epic: Odyssey & Aeneid
100 marks
2 hours 20 mins written paper 40%

Component group 2: Culture and the arts

Greek Theatre: Sophocles' Oedipus the King, Euripides' Bacchae & Aristophanes' Frogs.
75 marks
1 hour 45 mins written paper 30%

Component group 3: Beliefs and ideas

Politics of Late Republic : Cicero letters, Cicero's speech against Verres
75 marks
1 hour 45 mins written paper 30%

Computer Science

Course Details

Head of Department:	Mr K Rogers
Taught by:	Mr K Rogers
Specification:	AQA - AS Level: 7516, A Level, 7517

Why study Computing?

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us.

Is Computing for me?

Study computing if you want to explore and investigate how computers work and are used. You are most likely to enjoy the subject if you have a real interest in science, technology and/or mathematics; you are a logical thinker and enjoy problem solving.

Outline of the Course

AS and A-level specifications in computer science encourage students to develop:

- an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- mathematical skills related to:
 - Boolean algebra
 - comparison and complexity of algorithms (A-level only)
 - number representations and bases.
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

Computer Science Cont.

Outline of the Course Cont.

AS outline:

Unit 1	<ul style="list-style-type: none">• Problem Solving, Programming, data structures and problem solving• 50% of AS• 1 hour 30 minutes on-screen examination
Unit 2	<ul style="list-style-type: none">• Fundamentals of Computer Science• 50% of AS• 1 hour 30 minutes written examination

A2 Level outline:

Unit 1	<ul style="list-style-type: none">• Problem Solving, Programming, data structures and problem solving• 40% of A Level• 2 hours 30 minutes on-screen examination
Unit 2	<ul style="list-style-type: none">• Fundamentals of Computer Science• 40% of A Level• 2 hours 30 minutes written examination
Unit 3	<ul style="list-style-type: none">• Practical project• 20% of A Level

Dance

Course Details

Head of Department:	Mrs J Lloyd
Specification:	AQA - A Level Dance: 7237

Course Aims

This specification is designed to encourage candidates to:

- Develop technical and performance skills
- Think critically about dance and the process and art of choreography
- Develop knowledge of professional dance works and their significance
- Understand the development of dance placed within an artistic and cultural context
- Develop a relationship between the creation, presentation and viewing/appreciation of dance
- Experience live performance and choreography.
- Develop subject specific terminology and apply it appropriately

Application After School

A Level Dance is suitable for anyone wanting to pursue the arts or dance in Further Education at university or professional dance institutes, or as support for any course requiring good communication and group work skills. In addition to performing, choreographing and teaching, this course might lead to diverse careers in dance therapy or journalism.

Specification at a glance

This course ensures knowledge, understanding and skills will be developed and demonstrated within performance, choreography and critical engagement with the study of professional repertoire located within specific areas of study. The study of professional dance works, within the areas of study, promotes the integration of theory and practice and underpins students' own approaches to performance and choreography. Areas of study provide students with the opportunity to investigate the key changes in the development of dance linked to a genre(s) and allow students to demonstrate contextual understanding through written communication and performance.

Dance Cont.

Specification at a glance cont.

	Component 1	Component 2
What is assessed?	<p>Solo performance linked to a specified practitioner within an area of study.</p> <p>Performance in a quartet</p> <p>Group choreography</p>	<p>Knowledge, understanding and critical appreciation of two set works:</p> <p>one compulsory set work– Rooster (1991) by Christopher Bruce</p> <p>one compulsory area of study – Rambert Dance Company 1966- 2002</p> <p>one optional set work from a choice of four:</p> <ul style="list-style-type: none"> • Giselle (1841) by Jules Perrot & Jean Coralli • Appalachian Spring (1944) by Martha Graham • Singin' in the Rain (1952) by Gene Kelly & Stanley Donen • Sutra (2008) by Sidi Larbi Cherkaoui
How is it assessed?	<p>Practical Exam</p> <p>80 marks</p> <p>50% of A level</p>	<p>Written exam (2 hours 30 mins)</p> <p>100 marks</p> <p>50% of A level</p>
Other Information	<p>Non-exam assessment (NEA) marked by an external assessor from AQA during a visit to your centre or at a hub centre. Visits will normally take place between March and May.</p>	<p>Exam questions (2 sections):</p> <p>Section A: short answer questions (25 marks) and one essay question (25 marks) on the compulsory set work/area of study.</p> <p>Section B: two essay questions on the second set work/area of study (25 marks for each essay).</p>

Desirable Qualities for Success

- 1 Experience of performance and choreography in contemporary dance or ballet.
- 2 GCSE Dance at 7 and above.

Students will be expected to be attending weekly dance classes outside of school.

Students will be encouraged to audition to join HED:Strong – youth contemporary dance performance and competition company under Universal Dance.

Alongside A Level Dance, students will also be offered the opportunity to form links with external dance and arts providers by studying for their:

- Level 3 Dance Leadership Award (16 UCAS points)
- Gold Arts Award (16 UCAS points)
- Grade 6 NATD (8-12 UCAS points)

Level 3 Dance Leadership

Course Details

Head of Department:	Mrs J Lloyd
Specification:	Sports Leaders UK / Universal Dance

Objective

SL3 is a nationally recognised qualification that enables successful learners to independently lead purposeful and enjoyable sport / physical activity.

Minimum age on course start date	15 years old
Minimum age on completion	17 years old
Pre-requisites	None
Level of supervision during course	Direct supervision
Level of supervision once qualified	Indirect supervision at 17 years old Independent of supervision at 18 years old
Total qualification time (TQT)	122 hours
Tutored time (GL)	60 hours
Demonstration of leadership	14 hours (see the demonstration of leadership section below for more information on this)
Credits	12 credits
UCAS tariff points	16
Qualification number (Quan code)	603/7400/7

Course Aims

Young people undertaking a qualification in Level 3 Dance Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community (e.g. at school, home, via social media/online or in the community local to the learner).

The course involves both guided and peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.

Level 3 Dance Leadership Cont.

Course Aims Cont.

Demonstration	<p>14 hours in total</p> <ul style="list-style-type: none"> • 2 hours of event leadership e.g. dance workshop / dance show • 12 hours of activity sessions to a range of participant groups
Responsibility of leading safe sessions as a Dance Leader	<p>A Level 3 Dance Leader will be supported and guided at all times by their Tutor/Assessor and will be advised on risk assessments, safeguarding and safety guidance.</p> <p>Once qualified, Dance Leaders will be able to independently lead (once 18 years old) and will be responsible for all safeguarding and safety aspects in the future as a certificated Level 3 Sports Leader.</p>
Focus on inclusion and participant groups	<p>Possible participant groups include:</p> <ul style="list-style-type: none"> • Children • Older people • Disabled people • Women and girls • Deaf people • Minority ethnic groups
Learner Support Challenges	<p>The aim of these challenges is to support the Sports Leader to deliver safe and inclusive sport/physical activity sessions. They will guide the learner to recognise the skills that are being developed and guide them to implement them effectively in an ever changing environment.</p> <p>The seven challenges that support delivery of this qualification are:</p> <ol style="list-style-type: none"> 1. Valuing Learning Challenge – Engaging with learning and your community 2. Skills for Progression Challenge – The personal skills you need to progress 3. Believe in Yourself Challenge – Building confidence to succeed 4. Safety First Challenge – Leading activities safely 5. Adapting Activities Challenge – Developing activities for a changing environment 6. Virtual Leading Challenge – Using technology for leading activities 7. The Reflection Challenge – Effective self-evaluation of skills <p>The support challenges are referenced throughout the Learner Evidence Records as 'Power Up Opportunities'</p>

This qualification aligns with professional standards for sport and physical activity leadership, especially through the focus on leading inclusive sessions to participants.

Level 3 Dance Leadership Cont.

Assessment

SLQ Sports Leaders have provided an easy to use Learner Evidence Record (LER) for this qualification. The LER is mandatory and uses the following assessments:

- Practical observation
- Assessment of written tasks (task worksheets provided in the LER)
- Plans and evaluations completed during the course

* Reasonable adjustments can be made for learners who are unable to complete the LER

Application after School

Level 3 Dance Leadership is suitable for anyone wanting to pursue a career in teaching dance or the provision of sports activities. It may also be used to support any course requiring good communication, time management, organisation and group work skills.

Dance Gold Arts Award

Course Details

Head of Department:	Mrs J Lloyd
Specification:	Arts Award / Trinity College
Gold Arts Award:	Level 3 Certificate in the Arts
Qualification number:	500/9666/7

90 guided learning hours + 60 independent learning hours = 150 hours total qualification time.

Gold Arts Award is a Level 3 qualification on the Regulated Qualifications Framework (RQF) and is designed for ages 16 and above. Gold Arts Award is recognised on the UCAS Tariff system, applying **16 UCAS points** on completion and 'pass'. Students applying to University, who are working towards or have achieved a Gold Arts Award will be able to include it as they would do other subjects when completing their UCAS application form.

To achieve a Gold Arts Award, young people collect evidence in an individual arts portfolio of their experiences of:

Personal Arts Development

- extending their own arts practice e.g. contemporary dance, experiencing another art form such as street dance/hip hop and creating a new work in their new art form.
- identifying and being involved in the world of the arts through placements, work experience, volunteering, training and research.
- reviewing arts events/organisations, experiences and finding out about professional artists and their career paths.
- making the case for an arts issue and communicating the case e.g. body image in dance, or lack of funding in the arts.

Leadership of an Arts Project

- planning a project, identifying the project's aims and outcomes.
- organising the people, roles, responsibilities and resources.
- delivering the project and managing the effectiveness of the project.
- managing a public showing/sharing of the work.
- reviewing their leadership development and finding effective ways to collect and evaluate feedback from participants, audience members and other stakeholders.

Dance Gold Arts Award Cont.

Assessment and moderation

Advisers assess the work of all the young people entered for moderation against the toolkit criteria and complete an adviser assessment report form for each young person.

At moderation, a trained Arts Award moderator will look in detail at a sample of the young people's portfolios/arts logs to ensure the adviser assessment is accurate and in line with Arts Award evidence requirements and assessment criteria, and that evidence has been correctly signposted.

Moderators do not assess young people's work; they purely validate the adviser's assessment.

Students **do not** need to have completed the Bronze and Silver Awards in order to take Gold.

For more information about the Arts Award programmes visit: www.artsaward.org.uk

Drama and Theatre

Course Details

Head of Department:	Mr K Lawrence
Specification:	AQA

Course Aims

You will have the opportunity learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time-management skills. You will also be able work collaboratively to generate, develop and communicate ideas, all of which will develop your emotional intelligence.

Studying Drama and Theatre will give you opportunities for higher order thinking, by considering ideas that go beyond language. This is great brain training which will help you in other areas too.

Components

Component 1: Drama and Theatre

What's assessed:

- Knowledge and understanding of drama and theatre
- Study of two set plays, one chosen from List A, one chosen from List B
- Analysis and evaluation of the work of live theatre makers

How it's assessed:

- Written exam: 3 hours
- Open book
- 80 marks
- 40% of A-level

Questions:

- Section A: one question (from a choice) on one of the set plays from List A (25 marks)
- Section B: one three part question on a given extract from one of the set plays from List B (30 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (25 marks)

Drama and Theatre Cont.

Components Cont.

Component 2: Creating Original Drama

What's assessed:

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer, designer or director) Devised piece must be influenced by the work and methodologies of one prescribed practitioner

How it's assessed:

- Working notebook (40 marks)
- Devised performance (20 marks)
- 60 marks in total
- 30% of A-level

This component is marked by the teacher and moderated by AQA.

Component 3: Making Theatre (Practical)

What's assessed:

- Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play Methodology of a prescribed practitioner must be applied to Extract 3 Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director)
- Reflective report analysing and evaluating theatrical interpretation of all three extracts How it's assessed
- Performance of Extract 3 (40 marks)
- Reflective report (20 marks)
- 60 marks in total
- 30% of A-level

This component is marked by a visiting examiner from AQA.

N.B. This course does involve frequent visits to see live theatre productions, both locally and in London. It will also involve after school and some weekend rehearsals.

What you could do next

The possibilities are endless. Drama will enable you to demonstrate many skills, which employers, colleges and universities will be looking for. It can also give you opportunities to travel, meet people and get the most out of life.

Some students go on to study Drama in some of the most recognised Drama colleges and conservatoires in Britain such as RADA, Guildhall School of Music and Drama, Royal Welsh College of Music and Drama, and the Royal Central School of Speech and Drama. Many also choose to study Drama as degree courses in Universities.

Drama and Theatre Cont.

What you could do next Cont.

A number of students forge successful careers as Actors, Directors, Lighting or Sound Designers, Costume, Hair and Make-Up Designers or Stage Designers. There are many other career paths within 'the business' including Stage Managers, Press and PR Managers and Producers.

Others go on to various Universities (including Russell Group) to read a diverse range of subjects and work within an extremely broad range of careers including teaching, law, publishing, politics, translation, science, occupational therapy, journalism.

Economics

Course Details

Head of Department:	Mr R Blewitt
Specification:	AQA

Specification:

- Why have the earnings of top bankers and Chief Executives caused so much controversy... can such high rewards be justified? What about the earnings of top footballers? Should a maximum pay level be introduced.
- What causes inflation? Why do we have an inflation target in the UK of 2%? How easy is it to achieve this target? When inflation rose to over 10% what should we have done?
- How can we deal with the growing problem of traffic congestion... should the London ULEZ scheme be extended to all towns and cities?
- Why did the government introduce tuition fees for university courses? Are these fees justified... should they be higher? Should they be abolished?
- What is globalisation? Are the effects of globalisation beneficial or harmful? Should we welcome or worry about the growth in the economic power of countries like China and India?
- What influences the exchange rate? Is the lower £ against the \$ a good thing for the UK? How has BREXIT affected the UK economy?
- Did HS2 represent good value to the taxpayer? Was it right to scrap it or would it have helped "level up" the North to become a powerhouse? What further reforms to public spending are needed?

Whatever the problem - and there seems to be a never ending list of them – it is clear that Economics plays a very important part in understanding the issues that shape our everyday lives. Yet very few people have even an elementary understanding of these issues.

Although the emphasis throughout the course will be on understanding current economic issues and events, you will need to acquire a good understanding of the theoretical principles and techniques that Economists use to make sense of the economic events that surround you.

Your studies will also lead you to recognise the similarities and differences in the economic problems that confront individual consumers, workers, companies and countries whatever their stage of 'development'. An understanding of recent domestic and global events will help you become aware of the historical context that is so important for the rigorous analysis you will undertake.

You will become competent and confident in handling, interpreting and discussing economic data. The course will help you understand some of the complexities of the real world – you will find that there are no easy solutions. Economic problems, after all, are human problems and we know how unpredictable people can be!

Economics Cont.

Specification Cont.

The course will be challenging and, at times, very demanding but it'll be a lot of fun too. Above all, the issues you study and techniques of thinking that you learn will be very relevant to you now and in your future careers.

Course Aims

The purpose of the course is to provide a basis of factual knowledge of Economics and to encourage the development in the student of:

- I A facility for self-expression, not only in writing but also in using additional aids such as statistics and diagrams where appropriate
- II The habit of using works of reference as sources of data specific to Economics.
- III The habit of reading critically to gain information about the changing economy in which we live.
- IV An appreciation of the method of study used by the economist and of the most effective ways in which economic data may be analysed, correlated, discussed and presented.

Desirable Qualities for Success

For those students who have not studied Economics for GCSE, a grade 5 in either History or Geography along with a grade 4 in Mathematics should be a minimum entry requirement. As the only applied social science studied at A Level, Economics plays a crucial role in nurturing the qualities of intellectual detachment which are essential to the disciplines of the Social Sciences. The study of Economics will develop empirical and investigative skills intrinsic to economic analysis and foster the ability to apply abstract intellectual concepts to concrete economic events.

Application after School

The subject provides a useful introduction to a University and/or Business Study courses, while also providing a valuable intellectual training for all students who ultimately intend to pursue careers in Accountancy, Commerce or Industry.

English Literature

Course Details

Head of Department:	Miss C Moloney
Taught by:	Dr A Masterson and Miss C Moloney
Specification:	AQA - A Level: 7712

Why study English Literature at A level?

First, and foremost, for pleasure! All of human life can be found in our literature; not the factual evidence of human activity, but the reality of what it feels like to be there and to share the experience of being there. It is often said that literature expresses universal themes: the innocence and growth of childhood, the joy and pain of being in love, the world of work, the suffering and horror of war and the inevitability of death in its many forms. When Wilfred Owen writes of the horrors of the First World War, he speaks to us directly from the trenches – death is no longer a statistic; it is a fearful, painful moment of personal suffering. When Dickens describes the childhood of David Copperfield or Oliver Twist, we are transported back to Victorian London as it was, with its teeming streets, its squalor, its noise and its vivid characters. When Shakespeare shows us men and women in love, we see indeed that “the course of true love never did run smooth”. Frequently we laugh, sometimes we share in their problems and often we understand their hurt, but what Shakespeare always shows us is that the emotions felt by Elizabethans are no different from our own.

Academically, English Literature aims to broaden our appreciation of different periods and cultures through the study of different texts. Students who study English Literature at A Level will build on their understanding that no text exists in isolation but is the product of the time in which it was produced. Students will explore the relationships that exist between texts they will study and the contexts within which they are written, received and understood. As a result, students will develop analytical skills in discussion and writing which can be applied more broadly to the world in which we live. In this sense, A Level English Literature helps develop self-awareness and confidence.

The Course

Students are required to - and should want to - read widely across a range of texts, going beyond those that are 'set'. Students will study a minimum of eight texts to include a play by Shakespeare as well as both pre and post 1900 poetry and novels

The course is assessed through two final exams and an extended critical comparative essay that forms the coursework.

English Literature Cont.

Application Beyond A Level

A level English is considered an excellent academic qualification for most further education courses, as it reflects an ability to work effectively with the structure of language, whilst developing an imaginative and independent approach to study. Likewise, as it is clearly related to communication skills, English is a very valuable entry into the world of work in a wide variety of fields including business, the law, the media, the world of arts, leisure and tourism and indeed any activity which involves a sound command of language.

Geography

Course Details

Head of Department:	Mrs A Nagamootoo
Taught by:	Mrs A Nagamootoo and Miss J Bentley
Specification:	Edexcel - A Level: 9GE0

Introduction and Course Aims

Geography A Level will enable students to be inspired by their geographical understanding, to engage critically with real world issues and places, and to apply their geographical knowledge, theory and skills to the world around them. It is a subject that is becoming more and more relevant today with a news story or natural disaster event hitting our screens very regularly.

Students can expect to tackle key ideas and debates in our world today, such as climate change, flooding, globalisation, population, migration and sovereignty, urban regeneration and management of the world's resources. Students will explore a range of issues and examine potential solutions to them.

The Course

The A level course comprises four areas of study.

In Year 12:

Dynamic Landscapes	Dynamic Places
Tectonic processes and hazards	Globalisation
Coastal landscape systems, processes and change	Shaping/regenerating places

In Year 13:

Physical systems and sustainability	Human systems and geopolitics
The water cycle and water insecurity	Superpowers
The carbon cycle and energy insecurity	Migration and sovereignty

Method of Assessment

The A Level has four component parts: papers 1, 2 and 3 and Non Examined Assessment (coursework).

Paper 1 (2 hours 15 minutes) examines topics 1, 2, 5, 6, and geographical skills = 30%

Paper 2 (2 hours 15 minutes) examines topics 3, 4, 7, 8, and geographical skills = 30%

Geography Cont.

Method of Assessment Cont.

Paper 3 (2 hours 15 minutes) involves a synoptic investigation of a geographical issue = 20%

The Non Examined Assessment (**coursework**) component is an independent investigation into a geographical issue. This written report is approximately 4000 words = 20%.

Desirable Qualities for Success

Fundamental to success in Geography is a genuine interest in the subject, coupled with a desire to make sense of today's world, its challenges and issues. Students should have demonstrated their aptitude for Geography at GCSE level. A sound knowledge of Science, Maths and English is helpful. Students should be prepared to undertake a wide range of background reading, including textbooks and online sources.

Fieldwork at A Level is mandatory, and students must complete 4 days in total over the two years. This provides the opportunity for the subject to come alive and to support students with their Non Examined Assessment (coursework). Students will engage in fieldwork through planning and collecting information, as well as concluding and evaluating fieldwork and research findings (This forms the basis for their coursework project). We take students on field trips locally, as well as to London, in order to introduce them to potential topics and techniques for their individual coursework projects.

Subject Combinations

Geography is often regarded as the bridge between the Arts and Sciences. It combines well with any combination of Arts and Science subjects.

Application After School

Geography A Level is useful in the wider world, in the workplace and as a route to university. Students will develop skills such as analysis of data, good communication skills, independent investigation work, creative thinking and learn how to structure and write effective essays.

An A level in Geography is accepted by universities as an entrance qualification for Science, Social Sciences, Business Studies and Arts courses. Geographers are much in demand today for their skills of analysis, communication, numeracy and graphicacy. These are useful in the financial services, management, retailing, banking, journalism and more directly in surveying, land management, leisure and tourism, conservation, town planning and landscape design.

Government and Politics

Course Details

Head of Department:	Mr L Wakeham
Specification:	Edexcel - A Level: 9PL0

Government and Politics is a highly respected, popular and well established A level. Credit is given at every stage for awareness of – and participation in – contemporary political issues. The subject is academic and challenging yet can stir up strong opinions and debates. The range of topics, from British and US politics through to political ideologies, ensure students are equipped to make sense of the fast moving world around them.

Course Aims

- To make a detailed study of the UK's and USA's institutions, processes and ideas relating to government and politics.
- To develop students' powers of analysis and critical thinking in order to produce balanced and coherent arguments about the issues being studied.
- To foster awareness of and participation in society.

Method of Assessment

The course is assessed in three components:

Component 1 UK Politics	two hour written examination and 33.3 % of qualification
Component 2 UK Government	two hour written examination and 33.3 % of qualification
Component 3 Comparative Politics	two hour written examination and 33.3 % of qualification

Each unit is equally weighted at 33.3% of the course and each is examined by means of a 2 hour written examination.

Component 1: UK Politics: This component is split into two sections. In the first, Political Participation, students will study democracy and participation, political parties, electoral systems, voting behaviour and the media. In the second, Core Political Ideas, students will study conservatism, liberalism and socialism.

Government and Politics Cont.

Method of Assessment Cont.

Component 2: UK Government: This component is split into two sections. In the first, UK Government, students will study the constitution, parliament, Prime Minister and executive and the relationships between the branches of government. In the second, Optional Political Ideas, students will study one idea from the following: anarchism, ecologism, feminism, multiculturalism or nationalism.

Component 3: Comparative Politics: Students will study US Politics and Governance: This includes an examination of the US Constitution and Federalism, US Congress, US Presidency, US Supreme Court, Democracy and Participation and Civil Rights.

Desirable Qualities for Success

A student does not need to have any prior knowledge of the subject. However, students that succeed are those that are enthusiastic and willing to actively engage in political debates and are interested in the world around them. It is important to read a serious British newspaper regularly and to adopt the habit of listening to or watching quality news broadcasts. The school will arrange for students to subscribe to 'Politics Review' online.

Application after School

Government and Politics is regarded as a mainstream and rigorous A level by all universities and colleges. It clearly complements the humanities and social subjects, but it also sits very comfortably alongside any other A level choices. For many students it offers a chance to study a new, exciting subject that also demonstrates to universities and employers their interest and understanding of the world around them.

Further information

Further information about the course can be found at:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>

History

Course Details

Head of Department:

Mr J Wiggins

Specification:

Edexcel - A Level: 9HI0

History A level offers the opportunity to develop a variety of skills and to gain knowledge and understanding of a range of significant events, individuals and issues. It allows you to look at these through different historical perspectives and to learn about the history of more than one country. It is a subject which encourages you to question events of the past and to draw your own conclusions. You will improve your confidence in arguing a case and reaching substantiated judgements through organising and communicating your historical knowledge.

Year 12

Paper 1 - Germany and West Germany, 1918–89 (Breadth Study with interpretations)
2 Hour 15 mins – 30% of A level

Assessment

Section A: One breadth essay answer/ Section B: One breadth essay answer/ Section C: One interpretations question.

Paper 2 - The rise and fall of fascism in Italy, c1911–46 (Depth Study)
1 Hour 30 mins - 20% of A level

Assessment

Section A: One source question / Section B: One depth essay answer.

Year 13

Paper 3

Poverty, public health and the state in Britain c1780-1939
2 Hours 15 mins – 30% of A level

Assessment

Section A: One source question/ Section B: One depth essay answer/ Section C: One breadth essay.

Coursework

20% of A level

Researched enquiry on Historical Interpretations. 4000 word essay.

Latin

Course Details

Head of Department:

Mr K Rogers

Specification:

OCR - A Level: H443

Why study Latin?

Latin gives you the opportunity to study the language and literature of ancient Rome, reading the works of authors such as Virgil, Ovid and Horace. You will experience at first hand elements of the culture, language and social and political life of the Roman civilisation, which has inspired many later generations.

Outline of the course

Unseen Translation

Students develop their reading and translation skills by exploring the works of Livy and Ovid.

Prose Composition or Comprehension

Students develop their ability to write in Latin and to analyse texts.

Prose Literature

Students read Pliny's letters and one of Cicero's legal speeches.

Verse Literature

Students read Vergil's poetry and Ovid's Fasti.

A2 Level outline

1.	Unseen Translation	100 marks 1 hour 45 minute Written paper 33% of total A Level
2.	Prose Composition or Comprehension	50 marks 1 hour 15 minute Written paper 17% of total A Level
3.	Prose Literature	75 marks 2 hour Written paper 25% of total A Level
4.	Verse Literature	75 marks 2 hour Written paper 25% of total A Level

Mathematics

Course Details

Head of Department:	Mr D Bioletti
Taught by:	Mr D Bioletti, Mr Dunford, Mrs C Ferreira, Mr Humphreys & Mrs Weisz
Specification:	Edexcel A level Mathematics

Course Aims

The world needs problem solvers! Companies are crying out for people who can solve problems. A level Maths is all about solving more and more complex problems. You will learn to develop an understanding of Mathematics and its processes, developing logical reasoning and extending the range of skills and techniques for use in more difficult, unstructured areas. It also examines the relationship between 'real-world' problems and mathematical models.

Course Structure

Throughout the Lower and Upper Sixth, you will study Pure Mathematics (67%) and Mechanics and Statistics (33%). All of the A level content is now considered 'Core' with no modules or options from which to choose.

Method of Assessment

The A level course will be evaluated via 3 papers sat at the end of the course.

Paper 1: Pure Mathematics

2 hours
100 marks

Paper 2: Pure Mathematics

2 hours
100 marks

Paper 3: Mechanics and Statistics

2 hours
100 marks

There is an option to sit an AS level Mathematics at the end of the first year. This is a stand-alone qualification that does not count towards the full A level.

Mathematics Cont.

Desirable Qualities for Success

Students must have gained at least a grade 7 in GCSE Mathematics, studied at the higher level. Students should have an interest in and aptitude for Mathematics, skills in algebra and be prepared to work hard. A student who has mental tenacity, plus logic in thought and presentation, will find the course stimulating and challenging.

Application beyond A level

Apart from going on to read Mathematics and related courses at university, Maths is valued in most areas of further study, particularly engineering and science, but also subjects as varied as social sciences, geography, economics, archaeology and media studies (to name but a few!). Professions welcome and respect people with A level Mathematics.

Further Mathematics

Many top Maths, Economics and Engineering courses at University give preference to students who study Further Mathematics.

We offer Further Mathematics at A level. The course comprises 4 units: Further Pure 1 and Further Pure 2 are compulsory units, plus two applied units chosen from Further Pure Mathematics, Further Mechanics, Further Statistics and Further Decision Mathematics.

A level Further Mathematics has to be taken in conjunction with A level Mathematics, with the full A level Mathematics being taught in Year 1 and examined at the end of that year, then the full Further Mathematics taught in Year two.

Modern Languages

French, German and Spanish

Head of Faculty:	Mrs Susana Prada-García
Head of French:	Miss Valérie Rosin
Head of German:	Miss Kara Alpers
Head of Spanish:	Mrs Susana Prada-García

Specification and Suitability

French	Edexcel: A Level 9FRO
German	Edexcel: A Level 9GNO
Spanish	Edexcel: A Level 9SPO

- Do you want to work abroad or with companies with international links?
- Do you want to broaden your choices of A-Levels?
- Do you enjoy language learning, and learning about other cultures?
- Do you want to work in an international context?
- Do you want to go to a good university and maybe have a gap year?
- Do you want to develop opinions about current affairs?
- Do you want to have an interesting and well-paid job in an international firm?
- Do you want to communicate with speakers of a foreign country?

If your answer to these questions is "yes" then studying a foreign language at A-Level is the right and the only choice for you.

Course Information

The advanced level course in French, German or Spanish is the logical progression of the GCSE you are studying for. You need a grade 7 or above to be able to start the course confidently.

The content of the A-Level 2 year course is entirely language-based and tests proficiency in the skills of listening, reading, speaking and writing. The course aims to develop in students the ability to discuss issues at a broader level than at GCSE, and this necessarily entails the development of oral confidence in the target language. Students' oral skills will develop significantly in terms of conversational spontaneity and the ability to sustain an argument.

Students will also learn more complex aspects of grammar, in order to allow them to express a more sophisticated level of thought. Sources are drawn from journalistic and literary sources, many of them concerning prominent contemporary issues, and provide material for reading and for oral discussion in the target language.

Listening exercises based on authentic contemporary radio, television broadcast or podcasts form a significant part of the course, as does regular conversation practice.

Modern Languages Cont.

Course Information Cont.

This course provides the opportunity for more in depth research on aspects of the history, politics, sociology, culture and art of the target language countries. An important part of the course is the study of either 2 literary texts or one literary text and a film in the target-language.

The A-Level is assessed through three units, an oral exam, an exam that combines Listening, Reading and Translation skills as well as a writing paper. The oral exam consists of 2 parts: one discussion of a theme and one presentation and discussion on the student's independent research.

Students who embark on this exciting course must be committed, hardworking and have strong linguistic abilities. The course is demanding and students should have a genuine interest in the culture and society of the country where the target language is spoken.

An A-Level in a language offers a range of opportunities. Some students choose to do a degree in languages, in which case they seek employment in industry, Civil Service, Business or Journalism. Others choose to pursue a Higher Education course in another subject but choose a language option alongside it, for example Law with a language or Science or Engineering combined with a language. Whatever the option students choose, one or more Languages will be an asset and increase employability. It shows open mindedness, flexibility and is an excellent step towards achieving student's goals.

In LOGS, we offer our 6th Form pupils the opportunity to get involved with representing the subject within and outside the school, by participating in clubs, team teaching or being language ambassadors. We also encourage and support our students in finding relevant work experience and in taking part in external language competitions and cultural experiences, as well as our established exchanges and trips.

The Head of Faculty and Heads of Languages also keep up to date with relevant French, Spanish and German language institutes, bring relevant visiting speakers and in the case of the German department, they are affiliated with the UK-German connection, which is a bilateral government initiative dedicated to improving contacts and understanding between young people in the UK and Germany.

Music

Course Details

Head of Department:	Mr M Casterton
Specification:	Eduqas A Level

Entry Requirements for Students

Students must have reached ABRSM grade 5 theory level and a minimum of grade 5 level for an instrument or singing to start the course although they do not necessarily need to have taken the exams. A GCSE pass of 7+ is also desirable. In order to do well on the course, pupils must be self-motivated, active musicians who are engaged in a wide range of music making both at school and outside of school, attending concerts and performing and creating music regularly. This will enable them to approach the challenges of the Eduqas A Level with a wide range of knowledge and experience to inform their studies.

Course Components

Component 1: Performing

Option A: Total duration of performances: 10-12 minutes Option A: 35% of qualification
Option B: Total duration of performances: 6-8 minutes Option B: 25% of qualification
Non-exam assessment: externally assessed by a visiting examiner

Component 2: Composing

Option A: Total duration of compositions: 4-6 minutes Option A: 25% of qualification
Option B: Total duration of compositions: 8-10 minutes Option B: 35% of qualification
Non-exam assessment: externally assessed by examination board

Component 3: Appraising written examination

2 hours 15 minutes 40% of qualification

There are three areas of study. One compulsory and two optional. Optional areas of study will be chosen by the teacher, who will select the most appropriate choice.

Area of study A (compulsory): The Western Classical Tradition (The Development of the Symphony 1750-1900)

A choice of one area of study from:

Area of study B: Rock and Pop

Area of study C: Musical Theatre

Area of study D: Jazz

A choice of one area of study from:

Area of study E: Into the Twentieth Century

Area of study F: Into the Twenty-first Century

Philosophy

Course Details

Head of Department:	Mr M Moore
Taught by:	Mr M Moore & Miss A Hanbury
Specification:	AQA

Course Aims

Philosophy asks some of the deepest questions about humans and the world: for example, how do we gain knowledge of the world? Are minds just the physical brain or are mental states different to brain states? Does doing good involve following rules or bringing about the best outcomes? If God exists, why is there evil and suffering in the world? Through analysing topics such as these, students will develop and refine a range of transferable skills, such as the ability to ask penetrating questions, to analyse and evaluate the arguments of others and to present their own arguments clearly and logically.

The AQA specification has been designed to introduce students to the key methods and concepts in philosophy through the study of four broad themes: Epistemology; Philosophy of Religion; Ethics; and Philosophy of Mind.

Course Content

A level Philosophy splits into four sections assessed in two exam papers.

Section 1 Epistemology – We all believe we know some truths; however, could we explain what it means to know a claim? How does knowing differ from having an opinion or a belief, if at all? This is the first big question of this unit of work. We all perceive things every day. We see, touch, taste, hear and smell; however, could we explain in a clear fashion what happens in every instance of perception? This is the second big question of this unit of work. Finally, we all have ideas and knowledge; however, would we be comfortable explaining where all of our ideas and knowledge come from? Are ideas only gained through experience? If this is the case, where do our ideas of things we have never experienced, nor ever could experience, come from?

Section 2 Moral philosophy – Many great thinkers have claimed that every person wants to do the morally right action but sometimes, despite our best intentions, we find it hard to determine what the morally right action is. The first big question of this section of the course is: does a method exist for establishing what is the best moral action in every situation I could find myself in? Three classic methods are explored and applied. The second big question for this portion of the course is: what does ethical language even mean? We say some actions are right and others wrong, but in what way? Are moral actions right or wrong in the same way mathematics is right or wrong? Or are moral actions right or wrong in the same way some art is good and other art not so good?

Philosophy Cont.

Course Content Cont.

Section 3 Metaphysics of God – Many millions of people of many different faiths have claimed to believe that God exists. Their beliefs have impacted upon their behaviour, and decisions which believers make affect nonbelievers lives too. The first big question of this portion of the course is: does the idea of God even make sense? Does the idea of God have internal contradictions? A further big question follows: can God's existence be proved? The course covers three of the classic arguments for the existence of God. The third big question of this section of the course is: how are we to make sense of talk about God? Many people will say things like, 'God is my shield' or 'God looks over me'; however, what sense can be made of these statements, if the person saying them also believes that God is a spiritual being outside of space and time?

Section 4 Metaphysics of Mind – As you have read this hand out you have explored certain thoughts; however, what is a thought? And who is it that does the exploring of your thoughts. Clearly, your eyes scanned this page but presumably, your eyes alone cannot think. You might say that it is your brain that thinks thoughts. But what is a brain? Isn't a brain made out of exactly the same basic material as an eye? And if this is the case what is it that separates a brain from an eye and allows the former to think whereas the later cannot? We could sum up all of these questions in one big question: are you just matter (physical stuff) or is there a non-material, mental element to you as well?

Which students are suited to this course?

Those who are inquisitive, open minded, resilient to challenge, enjoy a good argument, and can produce detailed and cogently argued essays. Students are expected to be able to read, not necessarily long, but certainly argumentatively dense prose. Above all, you will be required to think! Long-cherished assumptions may be challenged, but you will emerge with a clearer understanding of the world around you.

Due to the challenging nature of the course, students would normally be expected to have a grade 6 or above in English at GCSE.

Physics

Course Details

Head of Department:	Mr W Tabary-Peterssen
Taught by:	Mr W Tabary-Peterssen and Mrs L Roberts
Specification:	AQA - AS Physics: 7407, A level Physics: 7408

These new Physics courses were introduced in September 2015. AS and A Level qualifications are separate and have completely different exams. The AS course is one year and is examined at the end of year 12 with two 90 minute papers. The A Level course covers 2 year's work, including the material studied at AS. It is examined with 3 papers each 2 hours. The practical understanding of Physics will be tested across the written papers with a particular focus in paper 3 (A-level). Separately, a certificate of endorsement from the school will be awarded to those students who have reached the Common Practical Assessment Criteria required by many universities to study at a higher level. This demonstrates a candidate's competence at carrying out lab based practical work.

Course Aims

To sustain and stimulate the students' enjoyment of, and interest in, Physics. To recognise the quantitative nature of Physics and learn how scientific models develop. To encourage the students' curiosity and ability to solve problems.

At AS level we study Measurements and their errors, Particles and Radiation, Waves, Mechanics and Materials and Electricity. Practical work is a very important part of this course. All students are expected to carry out set tasks and keep records of their work. They will be assessed on their practical skills in the written paper.

The A level course covers all of the above and also Further Mechanics and Thermal Physics, Fields and their consequences, Nuclear Physics and an optional topic of Astrophysics.

We have strong links with the Physics outreach department of the University of Sussex, and enjoy working with university students both in school and at the university. We also attend lectures hosted by the University of Sussex under the auspices of the Institute of Physics. Topics have varied from Cosmology and Astronomy, Anti-matter and Time Reversal to Soap Bubbles and research into Artificial Bone. We also plan to attend lectures further afield.

Physics Cont.

Desirable Qualities for Success

The A level Physics course is a continuation and extension of the GCSE course and for those with a logical and enquiring mind it is a stimulating and thought-provoking subject.

Competence in Mathematics is essential. At least 40% of the marks in the new Physics exams will require the use of Mathematics. We advise candidates to study AS Maths alongside Physics. Candidates should have achieved at least a 6 at GCSE in this subject with a 6/7 or higher preferable. A similar grade in Mathematics would be expected.

Application after School

The course is frequently a prerequisite for further studies in Mathematics, Geophysics and Astronomy, Engineering (Civil, Mechanical, Aeronautical, Electrical, Medical and Environmental), Architecture, Physiotherapy and Radiotherapy, Veterinary and Medical studies and Aviation. Those following biological courses have also found Physics very useful. Many Physics graduates go into Industry (research and development), Management or Accountancy, and Teaching. Physicists are also much in demand in computing.

Psychology

Course Details

Head of Department:	Mrs O Pianet
Taught by:	Mrs O Pianet
Specification:	AQA (A) 7182

What is Psychology?

Psychology is the scientific study of the human mind and behaviour. It looks to questions why some people suffer from stress and mental illness, whilst others do not. Or why some people follow social norms whilst others deviate. It is a fascinating science with cutting edge research that has real world applications.

Overview of the A Level course

Year One:

The introductory topics in psychology include:

- Social Influence, including the nature of conformity and obedience in humans.
- Memory, including how the brain remembers and forgets.
- Attachment, including the importance of forming a close, emotional bond.
- Approaches, covering a range of different perspectives in the explanation of human behaviour
- Biopsychology, including the structure of the brain and the fight or flight response.
- Psychopathology, including the explanation and treatments for phobias, OCD and depression.
- Research Methods which explores the way in which psychologists investigate and generate theories of human behaviour.

Year Two:

Students have options to explore including:

Option 1	Relationships OR Gender OR Cognition and Development
Option 2	Schizophrenia OR Eating Behaviour OR Stress
Option 3	Aggression OR Forensic Psychology OR Addiction

Additionally, students will be taught and encouraged to discuss and produce well balanced arguments for classic Issues and Debates, such as the Nature-Nurture debate and Free Will versus Determinism.

Psychology Cont.

Overview of the A Level course Cont.

Exams

There are three examinations, each account for one third of the A Level. These are all two hours long and consist of multiple choice, short answer and extending writing questions.

Skills that this subject will develop

The AQA Psychology A Level will help you develop a range of skills that will benefit you, whether you decide to go on to further study or the working world, including:

- Analytical thinking
- Improved communication
- Problem solving
- Planning and conducting scientific investigations
- Analysing and interpreting data
- Critical reasoning skills

Psychology will complement just about any other subject.

Sociology

Course Details

Head of Department:

Mike Moore

Taught by:

Mr M Moore and Miss I Jensen

What is Sociology?

Sociology is the study of human social relationships and institutions. Sociology's subject matter is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies. Unifying the study of these diverse subjects of study is sociology's purpose of understanding how human action and consciousness both shape and are shaped by surrounding cultural and social structures.

Sociology is an exciting and illuminating field of study that analyses and explains important matters in our personal lives, our communities, and the world. At the personal level, sociology investigates the social causes and consequences of such things as racial and gender identity, family conflict, deviant behaviour, aging, and religious faith. At the societal level, sociology examines and explains matters like crime and law, poverty and wealth, prejudice and discrimination, schools and education, business firms, urban community, and social movements. At the global level, sociology studies such phenomena as population growth and migration, war and peace, and economic development.

Sociologists emphasize the careful gathering and analysis of evidence about social life to develop and enrich our understanding of key social processes. The research methods sociologists use are varied. Sociologists observe the everyday life of groups, conduct large-scale surveys, interpret historical documents, analyse census data, study videotaped interactions, interview participants of groups, and conduct laboratory experiments. The research methods and theories of sociology yield powerful insights into the social processes shaping human lives and social problems and prospects in the contemporary world.

Students who have been well trained in sociology know how to think critically about human social life, and how to ask important research questions. They know how to design good social research projects, carefully collect and analyse empirical data, and formulate and present their research findings. Students trained in sociology also know how to help others understand the way the social world works and how it might be changed for the better. Most generally, they have learned how to think, evaluate, and communicate clearly, creatively, and effectively.

Sociology Cont.

Course Content

Year 1

Education with Methods
Families and Households

Year 2

Research methods
Crime and deviance
Beliefs in Society

BTEC Courses



Business BTEC

Course Details

Head of BTEC:	Mrs R Forward (ForwardR@logs.uk.com)
Business Course Coordinator	Miss D McCague (mccagued@logs.uk.com)
Specification:	Business BTEC National Diploma Level 3
Awarding Body:	Pearson Edexcel

Overview

The BTEC Level 3 Extended certificate is equivalent to one GCE A Levels. The programme aims to provide students with an in depth understanding of the operations and structures of businesses and also to equip students with the skills required to succeed in employment or at university. The course will involve businesses in the public, private and voluntary sectors.

Students will cover a range of topics that include:

Mandatory units

- Exploring Business
- Developing a Marketing Campaign - External Exam Unit
- Personal and Business Finance - External Exam Unit

Optional units

- Recruitment and Selection Process

Outcome

Extended Diplomas are delivered as two **one year** programmes:

Year 1	<ul style="list-style-type: none">• Personal and Business Finance - External Exam Unit• Exploring Business
Year 2	<ul style="list-style-type: none">• Developing a Marketing Campaign - External Exam Unit• Recruitment and Selection Process

Assessment

You will be assessed continually through practical project work, coursework, written assignments, time constrained assignments (external exams) and through giving presentations.

Follow up courses/Progression

On successful achievement of this course, you may wish to:

- Progress onto a Business related degree or Higher National Diploma.
- Go directly into employment in areas of growth in finance, administration and management.

Sport BTEC

Course Details

Head of BTEC:	Mrs R Forward (ForwardR@logs.uk.com)
Course Leader:	Mrs R Forward
Specification:	Sport BTEC National Diploma Level 3
Awarding Body:	(Edexcel, Pearson)

Overview

Do you want to turn your passion for sport into a career? Through blending theory and practice, you will learn the science and physiology of fitness; explore training methods and play various sport to enhance your understanding of the rules, regulations and the physical requirements of different activities. This is an excellent springboard to prepare you for degree level study or work in the sport industry.

The Foundation Diploma in Sport is the equivalent to 1.5 A levels. Most students will complete the foundation course over two years of study to maximise grades.

Year 1 – 4 modules (2 coursework and 2 external exams)

Year 2 – 3 modules (3 coursework)

Units include:

Mandatory Units

- Anatomy and Physiology – External Exam
- Fitness Training and Programming for Health, Sport and Well-being – External Exam
- Investigating Business in Sport and the Active Leisure Industry – External Exam (National/extended course only)
- Development and Provision of sport and physical activity – External Exam (Extended course only)
- Professional Development in the Sports Industry
- Sports Leadership

Optional Units

- Technical and Tactical Demands of Sport
- Sports Nutrition
- Outdoor Adventurous Activities
- The Athlete's Lifestyle
- Work Experience in Sport
- Organising Sports Events
- Sports Injuries
- Rules, Regulations & Officiating in Sport
- Instructing Physical Activity & Exercise
- Practical Sports Performance
- Coaching for Performance

Sport BTEC Cont.

Outcome

On successful completion of this course, you will gain a BTEC Level 3 Foundation/Diploma/Extended Sport qualification. This qualification is equivalent to 1.5/2/3 A Level grades A* - C.

Assessment

The units are assessed through project, assignment work and external exams. Each unit is graded Pass, Merit or Distinction and then an overall grade of Pass, Merit, Distinction or Distinction* is awarded on completion.

Follow up courses/Progression

On successful achievement of this course you may wish to:

Lead to higher education and careers in sport psychology, fitness and sport therapy, sport and exercise science, physical education teacher, nutritionist, gym instructor, physiotherapist and other related sports careers / courses.

Additional Courses



Food Science and Nutrition

Course Details



Head of BTEC:	Mrs R Forward (ForwardR@logs.uk.com)
Business Course Coordinator	Mrs K Casterton (castertonk@logs.uk.com)
Specification:	Leiths Level Three Extended Certificate in Professional Cookery
Awarding Body:	Leiths

Lewes Old Grammar School is thrilled to be offering this prestigious qualification to our 6th Form Students. LOGS is the only provider of this course in the whole of Sussex.

Overview

The Leiths Level Three Extended Certificate in Professional Cookery is a two-year course which can be studied in addition to three A-Levels or in place of a third A-Level.

It carries up to 36 UCAS Points: Pass = 12, Merit = 24 and Distinction = 36.

This course is widely recognised by universities. Students who successfully complete the course are then eligible to apply for the Level Four Diploma at Leith's School of Food and Wine in London.

About Leiths

Leiths School of Food & Wine is a leading professional cookery school, with a reputation for nurturing some of the most talented professionals in the food industry. Founded in 1975 by Prue Leith, the school is famous for its graduates becoming the top chefs, recipe developers, food stylists and entrepreneurs of the food world. In 1996 Leiths established Leiths Academy, to bring the Leiths ethos and cooking methods to school age students across the UK.

Why should I take this course?

The course is written and run by Leiths and accredited by the Confederation of Tourism and Hospitality (CTH). It is a five-term course based around 46 core weeks of practical menus which will develop a wide range of culinary skills. This qualification enhances a personal statement and UCAS application and can play a pivotal role in opening the door to careers in food and drink from cheffing to food teaching; cookery writing to food photography and journalism; recipe design and development to marketing & advertising. Successful students are eligible to apply for jobs via our in-house employment agency, 'Leiths List'.

Food Science and Nutrition Cont.

What Will I Study?

This is a practical based course which covers a wide range of culinary disciplines along with food hygiene and allergen theory. Weekly menus are tasted, marked and evaluated on an online portal along with termly theory tests to enable students and teachers to track progress.

How will my Final Grade be Assessed?

The final grade is based on two practical cooking exams, an online Level 2 food hygiene and allergens assessment and a menu planning project task. Students are also required to partake in a group practical cooking task within their local community and to complete a 100-mark theory test set by Leith's to show their understanding of the theory behind the practical cooking.

What will I need?

Chefs jacket (embroidered with the LOGS logo), Chefs trousers, Chefs hat, Leiths white apron, non-slip footwear (e.g., trainers), and specialised knife sets. Ordering and purchasing details for these will be provided.

What about ingredients?

To ensure that all students are using the same amount, quality, and type of ingredients; they will be provided by school and invoiced on a termly basis.

How involved are Leiths in my course?

This course is fully supported by a team of dedicate Leiths teachers. All the training, course resources and assessments are completed by them. This includes termly visits to LOGS. Experienced Leiths teachers will also come into school and run the final practical assessments.

Where do I sign up?

Places on the Leiths Extended Diploma in Professional Cookery are limited so please let Mrs Casterton know as soon as possible.

Leiths Alumni

Ben McAndrews & Joe Coulter – Vegan Meal Delivery Business Owners
Matt Tebbutt – Chef & Food Presenter
Elainea Emmott – Chef, Writer & Photographer

Lewes Old Grammar School
140 High Street
Lewes
BN7 1XS

01273472634

office@logs.uk.com



Lewes Old Grammar School



Lewes Old Grammar School



[lewes_old_grammar_school](https://www.instagram.com/lewes_old_grammar_school)



[LOGS_Lewes](https://www.x.com/LOGS_Lewes)

www.logs.uk.com