



LATYMER UPPER SCHOOL



Sixth Form 2021 - 2023 Academic Programme

DEAR PARENTS AND STUDENTS



The Sixth Form is a chance to try something new. Whether moving up from our own Year 11 or joining Latymer from another school, our students can look forward to an innovative curriculum and fresh experiences that will enrich their final two years of school. The privileges of

senior status in the School bring with them responsibilities too: service, leadership and co-curricular involvement are integral to Sixth Form life and are recognised and rewarded under our distinctive Latymer Diploma programme.

We offer an exciting curriculum that takes account of A Level requirements and university expectations, and also the need to educate students for the complex, interconnected and ever-changing world beyond school. We want our students to be academic, rounded and grounded, to exemplify the Latymer Learner Profile through developing into independent, reflective learners who work as hard for others as they do for themselves.

Our Sixth Form curriculum gives students the chance to explore their passions in greater depth as

well as investigate some new subjects. This is a time when students can spread their intellectual wings and explore new areas and ways of working that will help them in their transition to higher education and the world beyond studying. We offer a plethora of short courses to stimulate their curiosity and provide plenty of opportunities to take on leadership roles that reflect their position in the School.

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.

A handwritten signature in black ink that reads "I. Emerson" with a horizontal line underneath.

Ian Emerson
Deputy Head (Academic)



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THE LATYMER SIXTH FORM CURRICULUM

The curriculum in the Sixth Form is designed to give you greater freedom of choice in the subjects you study, allowing you to pursue those subjects that interest and motivate you, and also to give you the chance to manage your time in the way that best suits your needs. The style of study in the Sixth Form is more intellectually demanding and requires you to take more responsibility for your own learning. The curriculum offers both depth and extension, alongside breadth and opportunity. In addition, the Latymer Diploma provides a way to acknowledge how students contribute to the wider life of the School.



LATYMER DIPLOMA

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The Latymer Diploma

The Sixth Form curriculum comprises a number of elements, all of which contribute towards the Latymer Diploma, which is our equivalent of a leaver's certificate.

The elements that count towards the diploma are:

- The core
- Elective courses
- Co-curricular activities and leadership

Each element contributes a number of credits towards your Latymer Diploma, with the total number of credits at the end of Sixth Form determining your pass mark – Pass, Merit or Distinction.

All of these will be addressed in this booklet to help you to understand how to make the best choices for your abilities and interests, and how to make the most of your two years in the Sixth Form at Latymer.

THE LATYMER SIXTH FORM CURRICULUM

The Sixth Form curriculum has three main features: a common core, elective courses and co-curricular activities that combine towards the achievement of 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 courses
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 Qualification 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 Qualification(dissertation or artefact)
- 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 language - AS level
- Maths or English Literature - AS level
- 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 71-72 for more detail.

UNIVERSITY VIEWS ON OUR CURRICULUM:

Universities commented favourably on the Latymer Sixth Form curriculum when it was first established :

The London School of Economics:

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 Research Report) 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.

University of Leeds:

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.

University of Bristol :

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

University of Birmingham:

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.

University of Manchester:

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.

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 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, Ms Kendall, (Head of Year 11), Mrs Collier (Head of Sixth Form), Mr Ben-Nathan (Director of Studies) or Mr Emerson (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.

FREQUENTLY ASKED QUESTIONS, CONTINUED

We have found that students find it difficult to cope with the workload of four A Levels. 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, 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;
2. If you choose to do the EPQ, then you could do a maximum of four Latymer-designed elective courses. You would 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 totalling 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.

BUILDING A PROGRAMME

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 out of 70 periods of the two-week cycle and students will be expected to undertake approx 5 hours private/homework study per subject per week in addition. A further 8-10 periods will be taken up with Games options (4), Tutor/Lecture period (2), 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 six periods of the Knowledge and Research Skills course.

As a general rule, for those doing three A Levels, we would expect a student to be occupied for at least 53 out of 70 periods in the Lower Sixth, but no more than 60 periods.

Step 1: Choosing three A Levels/Pre-U

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 pages 14/15).

We ask for **three** A Levels/Pre-U for these 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. Increasingly we are seeing universities make lower offers to students who hold an A or A* in their EPQ.
2. 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.

Step 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 46 to 68) that will give students the opportunity to explore a range of exciting areas – these Latymer-designed courses are generally organised in single ten 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 46 - 49) – 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 68).

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

BUILDING A PROGRAMME

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 pages, written by the Heads of Department, to see what might suit you. **Remember you will be choosing courses that you intend to study 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. This subject choice booklet and the Choices Evening mark the start of a long process of consideration and reflection before choices have to be made.

How can we help?

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

Example of a two week timetable for a Lower Sixth student:

Monday	Tuesday	Weds	Thursday	Friday	Weekend	Monday	Tuesday	Weds	Thursday	Friday	Weekend
EPQ	Geography	Tutor time	Psychology		Match		Psychology	History	Geography	History	Match
EPQ	Geography	History	Psychology	Art History	Match		Art History	History	Geography	Geography	Match
Geography	Psychology	History		Art History	Match	Art History	Art History		EPQ	Geography	Match
History	Art History	Art History	Geography				History	Psychology	History	Art History	
History	Art History	Art History	Geography				History	Psychology	History	Art History	
	Prefect duties	Club		Rehearsal	Lunch time		Prefect duties	Club		Rehearsal	Lunch time
Service	EPQ	Games	History	Geography		Geography	EPQ	Games	Art History	Life Skills	
Service	EPQ	Games	History	Geography		Geography	EPQ	Games	Art History	Life Skills	
Sport		Sport	Extra Service		After school	Sport		Sport	Extra Service		After school

Core

Electives

Extra-curricular

MAKING CORE CHOICES, CONTINUED

PLEASE NOTE THE FOLLOWING

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

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 Design, and a portfolio of photography work approved by the Art Department.)
Politics	GCSE History preferred

Some humanities A Level subjects may be taken without students having done the associated GCSE. If this is something that interests you, please speak to the relevant Head of Department.

HOW TO CHOOSE A LEVELS/PRE-U COURSES

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.

MAKING CORE CHOICES, CONTINUED

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.
- **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. 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 – Chris Couch, Head of Careers, or Rachel Collier, Head of Sixth Form, or Mark Holmes, Director of University Admissions 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:

<https://www.informedchoices.ac.uk/>

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	Imperial	Oxford
Bristol	King's	Queen Mary
Cambridge	Leeds	Queen's (Belfast)
Cardiff	Liverpool	Sheffield
Durham	LSE	Southampton
Edinburgh	Manchester	UCL
Exeter	Newcastle	Warwick
Glasgow	Nottingham	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 EPQ 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. 15+ 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 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 gauge 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-U. It may seem counterintuitive 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-U, 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 upon 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 on pages 14 and 15), 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-U.

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 2021 entry, for example, include the following:

Course	Test	Institution
Medicine, Dentistry, Veterinary Medicine	BMAT (Biomedical Admissions Test)	8 UK medical schools
	UCAT	Most other medical schools
Law	LNAT (Law National Admissions Test)	10 universities (including Oxford, UCL, Bristol)
PPE, PPL, Chemistry, Human Sciences, Economics & Management, Experimental Psychology Land Economy ESPS, ISPS (European / International Social and Political Studies)	TSA (Thinking Skills Assessment)	Oxford Cambridge UCL
English	ELAT (English Literature Admissions Test)	Cambridge, Oxford
Mathematics, Computer Science	MAT (Mathematics Admissions Test)	Oxford, Imperial (compulsory); Durham (optional)
	STEP (Sixth Term Entrance Papers)	Cambridge (some colleges); Warwick
	TMUA (or CTMUA) (Test of Mathematics for University Admission)	Cambridge, Durham, LSE, Bath, Warwick, Southampton and others

UNIVERSITY APPLICATIONS, CONTINUED

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)
- Geography (GAT)
- 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. There may also be specific criteria for entry to universities abroad – see A Star Future (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) and it is vital that assumptions are not made. The list given overleaf 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:

Degree Option	Essential	Desirable
Accountancy, Finance and Management	Maths. Dependent on the particular university's entry requirements.	Economics
Anthropology	None - breadth across arts/ humanities recommended	Science such as Biology
Archaeology	None	Geography, History, a Science
Architecture	Art, portfolio of art work usually required	Art, Maths, D & T, Physics; a broad range across arts/ sciences is helpful
Art & Design	Art/ Design	If Art is not taken at A Level then one year Foundation course required.
Biochemistry	Chemistry plus Maths or one other science (Biology may be preferred)	Maths, Physics, Further Maths, Computing
Biological Sciences	Chemistry usually required plus two further science subjects, or Maths and Science. Biology preferred	Maths, Physics, Computing
Biology	Biology plus one other science (usually Chemistry).	Maths, Physics, Computing
Business Studies	None	Maths, Economics
Chemistry	Chemistry and in some cases Maths plus one other science (usually Biology)	None
Chemical Engineering	Chemistry and Maths, sometimes Physics as well	Physics, Biology, Further Maths, Computing
Classics	Latin or Greek (some courses allow you to start from scratch)	Modern Foreign Language, English Literature, History
Computer Sciences	Maths	Computing, Physics, Religious Studies, Further Maths
Dentistry	Chemistry and Biology sometimes with Maths or Physics	Maths, Physics, Further Maths
Drama	English Literature, sometimes with Drama	No specific suggestions
Economics	Maths	Economics, Computing, History, Further Maths
Engineering	Maths and Physics	Further Maths, D & T, Computing
English	English Literature	History, Modern Foreign Language, Philosophy & Theology
Geography	Geography	Physics, Chemistry and Biology
Geology	Two from Maths, Physics, Chemistry and Biology	Geography, Geology, Computing
History	History	English Literature, Philosophy and Theology, Politics

SUBJECT RECOMMENDATIONS FOR UNIVERSITY COURSES:

Degree Option	Essential	Desirable
Land Economy (Cambridge)	None	No specific suggestions
Law	None	English Literature, History, Maths, Politics, Philosophy & Theology
Liberal Arts	Dependent on the particular university's entry requirements.	A mixture of arts (humanities and social sciences)
Material Sciences	Two from Chemistry, Maths, Physics, Biology	D&T, Further Maths, Computing
Mathematics	Maths, sometimes Further Maths	Further Maths, Physics, Computing
Medicine	Chemistry and Biology	Maths or Physics
Modern Languages	Modern Languages	English Literature, History, Politics
Music	Music and Grade VIII	No specific suggestions
Natural Sciences (Cambridge)	At least two Sciences plus Maths. A third Science highly desirable	No specific suggestions
Nursing and midwifery	Biology or another Science	Chemistry, Maths, Physics
Pharmacy	Chemistry and one from Biology, Maths and Physics	Maths, Physics, Computing
Philosophy	None	Philosophy & Theology, Maths, Classics
Physics	Maths, Physics	Chemistry, Further Maths, Computing
Physiotherapy	Biology	Chemistry, Maths, Physics, often P.E.
Politics	None	Politics, History, Philosophy & Theology, English Literature
PPE	Maths	Politics, History, Philosophy & Theology
Psychology	Sometimes one from Biology, Chemistry, Maths or Physics	English, a social science
Sociology	None	Geography, Philosophy & Theology
Sports Science	P.E. and sometimes Biology, Chemistry, Maths or Physics	No specific suggestions
Theology	None	Philosophy & Theology, English Literature, Physics
Veterinary Science	Chemistry and Biology and either Maths or Physics	Further Maths

ADDITIONAL ADVICE FROM THE CAREERS AND HIGHER EDUCATION DEPARTMENT

Support available

The Careers department complements the work of the Sixth Form team. We are here to support student decision making and help you think through your options. To begin the process of making a decision on which subjects to study or which career to pursue, we would advise students take time to speak to family and friends, as well as older peers who have been in the same position. Students should balance this advice against the specialist knowledge and experience of the careers and teaching staff at the school.

Book an appointment with Mr Couch, the Head of Careers, in person or by emailing careersadmin@latymer-upper.org.

All students in Year 11 take the Morrisby psychometric test and have 1-1 independent careers advice in the Autumn Term. This process can help inform A Level choices and plans for future career decisions.

Psychometric tests enable you to:

- Identify goals and meet career aspirations
- Develop deeper self-awareness (abilities, interests, personality and values).
- Develop action plans for next steps

Making choices



There is a process you can follow when making decisions about personal choices. Consider where you are in the CASVE cycle (shown left) and work towards taking the next step forward.

Working backwards can also help. Think about a potential degree subject that interests you and then check the A Level subject requirements, this will help inform your decision making.

<https://digital.ucas.com/search>

Some university vocational courses require specific A Level subjects in conjunction with work experience (Medicine, Veterinary Science and, depending on the institution, Engineering and Law). The Careers department can support and advise you through this process.

And finally

A Level choices should be based on your enthusiasm for the subjects you want to study and your ability to achieve in those subjects. Barring specific vocational degrees, A Levels and an undergraduate degree are sufficient to pave the way to a wide range of careers. Below are examples of Latymerians' destinations and the subjects they studied:

- 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

OVERSEAS UNIVERSITIES

Studying abroad is an increasingly popular option for Latymerians. The US is the most popular destination, but others include Canada, the Netherlands, Italy, Spain, Ireland, and Australia. Outside of the UK, there is a wealth of exciting universities and programmes offering a different kind of undergraduate experience. The breadth of the Sixth Form curriculum - encompassing research and life skills, a service component, and electives alongside A Levels or Pre-U – is an ideal preparation for international universities, particularly those institutions that evaluate applicants holistically such as US colleges.

There are several myths about studying overseas that are worth addressing:

Myth 1: I need to have four A Levels to be competitive at a highly selective US university

Reality: Over half of Latymerians admitted to highly selective colleges in the last two cycles had 3 A Levels. The academic and extracurricular enrichment provided by the Core plus EPQ, LUS electives, AS Levels and the Latymer Diploma show a rigour and breadth that is attractive to highly selective colleges. Around 25% of successful applicants applied with four A Levels including Further Maths, and just 20% had four A Levels in distinct subjects.

Myth 2: International universities don't have course prerequisites

Reality: While the model of education in many international universities is more flexible, students should think carefully about A Level choices if they are targeting particular programmes, as these can differ from the UK course prerequisites. For instance, Psychology is considered a Life Science at many Canadian universities, who will expect students to have studied Calculus before enrolling. Art & Design A Level, while recommended, is not normally a prerequisite for Architecture in the US, but more technical courses may require or strongly recommend Maths and in some cases Physics at A Level. Maths is also required for most business degrees in the US.

Myth 3: Maths and Science aren't part of a liberal arts degree

Reality: The term "liberal arts" is shorthand for "the liberal arts and sciences." The philosophy of the liberal arts is derived from the Ancient Greek conception of holistic education, an ethos that runs through US university programmes to this day. Students often have to fulfil undergraduate course requirements in maths, science, and languages as well as arts and humanities. Others have an "Open Curriculum" that is more flexible, with fewer distribution requirements.

Myth 4: Specialist science and maths programmes in the US don't require me to study arts and humanities

Reality: The liberal arts educational philosophy runs through STEM programmes (Science, Technology, Engineering and Maths) too. So even if you are admitted to an engineering school, you may still be required to write essays and study humanities as part of your undergraduate programme. At MIT, for example, 8 of the 17 General Institute requirements must be in Humanities, Arts and Social Sciences. MIT and Harvey Mudd College both require a Letter of Recommendation from a humanities, arts or social science teacher for admission.

Myth 5: GCSE and A Level grades aren't that important for the US – the SAT and ACT count for more

Reality: Your grades at secondary school will carry the most weight when evaluating your academic profile. 75% of US colleges attach "considerable" weight to the high school transcript, compared with 45% for the SAT and ACT*. So if you're targeting highly selective colleges, your best pathway to success is to do well in school! Many US colleges are also moving to a test-optional model, where SAT and ACT scores are not essential. Having said this, a strong SAT or ACT score will always be an asset and can support your application. If you want to discuss A Level choices with international universities in mind, then please make an appointment with Mr Lewis, the Head of International University Applications.

You can email him at sel@latymer-upper.org

*Source: NACAC State of Admissions Report 2019

THE CORE

All students must follow the core curriculum. At its heart lies the requirement for you to study three A Levels or Pre-U courses, as this is the academic minimum that universities expect. The subjects we offer at A Level and Pre-U are:

Art and Design	Latin
Art History (Pre-U)	Mandarin (Pre-U)
Biology	Mathematics
Chemistry	Maths with Further Maths (two A Levels)
Design Engineering	Music
Drama	Physics
Economics	Photography
English Literature	Politics
French	Religious Studies
Geography	Spanish
German	
Greek	
History, modern or early modern	

Note: for those choosing Maths and Further Maths, you will be required to choose a fourth A Level or Pre-U as part of your elective programme.

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

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 is a clear intention to go to an Art School.

In addition to three A Levels, you will take a ten week course on Knowledge and Research Skills, (unless you choose to take an EPQ in which case these skills will be taught as part of this course) to help prepare you for more independent ways of studying. You will also take part in a carousel of Life Skills classes, covering things such as cooking, money management and essential DIY skills.

All students participate in an afternoon of sport each week, for which there are a number of choices, and everyone must carry out a term of service in the community as well as maintaining a Learning Journal.

Service in the Community

Service in the Community is an integral part of the core Lower Sixth curriculum and sees all students take part in voluntary service in the local community. The programme exists to develop an awareness of, and involvement in addressing, societal issues whilst giving back to others. It is a fun, rewarding and popular part of the Sixth Form experience and every year the feedback we receive from students is positive.

You will have the opportunity to choose from a wealth of opportunities with trusted charity and local partners to find a placement that suits you best. For example, you might opt to support refugees and asylum seekers at a drop-in centre or support primary school children with their education through homework clubs. Our placements cover arts and sports, children and young people, the elderly, project work and the environment and sustainability, so there should be a suitable placement for all passions and interests. Latymer also runs a range of outreach programmes with the local community and you can get involved with one of these as part of Service in the Community, too.

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ART AND DESIGN

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; Britain has the highest proportion of creative employment of any country in the world. And it will be fun!

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 one of 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 be effectively 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 95,000,000, 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.

Art History 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, Architecture and Photography. We study Western and non-Western art.

History of Art 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. About half the students in 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.

What should I expect?

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 based 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 the '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.

You 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 and Matisse covering Post-Impressionism, Cubism and Expressionism among other styles.

The 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

ART HISTORY, CONTINUED

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

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

Art History is valued by universities as an essay-based discipline. The subject affords rich links with all sorts of other academic subjects if you enjoy connecting ideas.

Large numbers of students discover a passion for the subject and go on to study History of Art at universities like Cambridge, Leeds, Edinburgh and the Courtauld Institute, or, increasingly, pursue a Liberal Arts course in America, for example.

Heritage-based tourism was estimated to be worth £20.2billion to the UK in 2016 and is massively important to the British economy. 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 or film. Latymer Upper has a long established tradition of alumni going on to work professionally in a related field.

Most of all, you will acquire the skills to decode visuals, gain an insight into cultural and intellectual development, and articulate your views insightfully for the rest of your life.

Ruth Taylor-Bell (Head of Art History)

BIOLOGY

Why Biology?

Biology is a rapidly developing science which is having, and will continue to have, far reaching ramifications for the world and society. Recent progress in the understanding of neuroscience, genetic determinism and gene technology is not only impacting our understanding of self and our interdependence with nature, but also has implications for our legal system, healthcare and conservation.

It is suitable for anyone with a passion for nature and living things but also anybody who wants to be involved in, or at the very least be better informed about, the biotechnological revolution that the twenty-first century promises. This subject is perfect for those who enjoyed GCSE but felt it left too many questions unanswered!

Aims of the course:

You will look at organisms from their simplest level of organisation and the biological molecules from which they are made to the complexity of whole systems. You will also study a range of disease-causing agents and the social impact of these diseases as well as the intricacies of the immune response. Familiar phenomena such as respiration are covered along with newer topics such as nerve transmission and physiology. You will also consider recent exciting discoveries in the field of genetics and biotechnology. Evolution, biodiversity and conservation are taught with as much practical input as possible, including a residential field trip to a Field Studies Council learning location, most recently to Dale Fort in Pembrokeshire in 2019.

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.

Beyond the specification

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 ideas linked with the material covered as part of the A Level course.

All students will also 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 Science Society, Biology Book Club, the British Biology Olympiad and recommendations to public talks, including at the Royal Society and the Royal Institution.

Subject combinations

Biology students often find it useful to study Chemistry as well. However, many Sixth Formers study Biology as their only science, purely to pursue their interest in the subject. Biology is also complemented by a number of other courses, such as Maths, Geography and Religious Studies.

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 the whole 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, arise 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

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. Good numerical skills are required, rather than an extensive knowledge of Mathematics.

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:

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

2. 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.

CHEMISTRY, CONTINUED

3. 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.

4. 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 two Classical subjects in the Sixth Form: Latin and Greek.

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, marshal 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.

Rebecca Wright (Head of Classics)

DESIGN ENGINEERING (DESIGN & TECHNOLOGY)

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 scientific principles. Designers and Engineers affect every aspect of life and are uniquely 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 demands on our planet increase.

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 fulfils 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?

Year 12 will predominantly be based around shorter projects to build skills, develop design thinking and problem-solving skills and improve your theoretical knowledge through experimentation. This will enable creativity, innovation or even invention. At the end of Year 12 students draw on all that they have learnt to challenge themselves to respond to a problem and try to fix it, this is the NEA (non-examined assessment) and this will be how you would spend most of Year 13. Below is a brief outline of the key requirements for the NEA iterative design process:

Investigating context based challenges (you decide on this)

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)

How will it be assessed?

When it comes to assessment, it will be 50% NEA and 50% exam based (2 exams).

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/>

Liz Green (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 the highest 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, a written portfolio which supports 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 about their set texts and about live theatre that they have experienced during the course. Theatre visits are an essential part 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)



ECONOMICS

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 are the economic consequences of Covid - 19 ?

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 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 PPE at Oxford, Economics and Management or Land Economy at Cambridge or Economics at the LSE. Many of our students have gone into the media, TV, 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 disadvantages of the market mechanism. Macro economics focuses on how the whole UK 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)

ENGLISH LITERATURE

Why English?

Reading the best that has been thought and said, you will come to better understand the past, the present, other people and yourself. As a subject, English is both analytical and creative: not just in the texts you read, but in how you respond to them and how they change you.

How is it different from GCSE?

The course builds on the skills developed at GCSE: close literary analysis, style, creativity, and critical thinking. However, the texts studied are more challenging and diverse. You will consider context in greater depth (you might look at bits of history, art history, philosophy, theatre or film to illuminate and enhance your analysis of a literary text). You will compare texts more and also look at literary criticism.

You will be taught by enthusiastic, committed experts who are often reading, thinking, researching and writing themselves. The ideal English candidate is someone who likes to read independently, who loved the analysis parts of the GCSE and who enjoys engaging in active discussion of meanings and interpretations.

What is in the course?

Prose (20%)	Two novels compared (e.g. Conrad's colonial novella <i>Heart of Darkness</i> and Selvon's post-colonial <i>The Lonely Londoners</i>)
Poetry (30%)	An anthology of 21st century poetry and one canonical poet studied in depth (e.g. Chaucer, Donne, Keats, Eliot or Larkin).
Drama (30%)	One Shakespeare play (all works of genius: <i>Hamlet</i> , <i>Othello</i> or <i>King Lear</i>) and one other play (by Beckett, Wilde, Williams or Marlowe.)
Coursework (20%)	A comparative study of two texts linked by a theme. You will be taught the first text. You will need to select your second text, independently researching it and devising your own coursework title (some recent topics: feminism, fairytales, city living, postmodernism, existentialism, war, police brutality, the American Dream, and more).

Where does English take you?

English is a popular degree choice for those interested in journalism, television, advertising, media, or those who intend to take a Law conversion course after their first degree.

Employers love English graduates: research shows companies value communication, collaboration, critical thinking, independence and adaptability. English teaches all of these. The second most popular degree category that Goldman Sachs, one of the world's largest investment banks, now recruits from is the Liberal Arts (English, History and Philosophy).

English Literature A Level is an excellent foundation subject for a variety of degrees including Law, History, History of Art, Philosophy, Liberal Arts and Theatre Studies. Many students also take Maths or one of the Sciences, demonstrating their breadth of skills.

Can I take AS English?

Yes. If you are unable to commit to the whole A Level in English, but really enjoy the subject, you can do an AS in two years. You will study four texts (one play, two novels and a range of 21st century poetry), culminating in two exam papers.

Jonathan Mitropoulos-Monk (Head of English)

GEOGRAPHY

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 a framework for drawing together different fields of knowledge through its interdisciplinary and multidisciplinary focus. Geography therefore 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 DVDs. Students also follow up topics in core texts and magazines held in the library. Assessment is by written exam and a fieldwork report. We have a growing specialist geography selection of books in the school library.

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 factors influence health?

What is the impact of malaria and how can this be mitigated?

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 and the Covid-19 pandemic?

What is the role of Trans National Corporations in globalisation and how is it changing?

What strategies can be used to ensure food security?

What solutions are available to countries at very low levels of development?

There is a thriving Geography Book Club and occasional talks at the School's Geography Society. 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 Crane: 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

GEOGRAPHY, CONTINUED

What fieldwork is included?

Fieldwork is a course requirement and all students need to partake in four days of field work. Students also submit a fieldwork report which will be marked internally and moderated by the exam board.

Prerequisites

To study at A Level, most students would have a GCSE in Geography. A keen interest in the world is a key attribute.

Geography in higher education

Many universities offer courses in Geography that 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)

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 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?

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 incorporates a British element or an American one with a piece of coursework on either Russian or German history. Please feel free to email jcw@latymer-upper.org if you require further information.

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 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 achieve at least a grade 8 at GCSE/IGCSE to embark on Mathematics A Level 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.

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 the extension syllabus undertaken by Latymer pupils, or the FSMQ in Additional Mathematics, or the AQA Further Mathematics GCSE) 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. You must achieve a grade 9 at GCSE/IGCSE to embark on the Further Maths course. 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 at university are strongly advised to consider Further Maths, 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:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-mathematics-a-h230-h240-from-2017/>

<http://www.ocr.org.uk/qualifications/as-a-level-gce-further-mathematics-a-h235-h245-from-2017/>

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 fully develop 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) 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 GCSE/IGCSE.

For **Mandarin**, you will study for the Cambridge Pre-U and need to have studied the 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, lay 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

MODERN FOREIGN LANGUAGES, CONTINUED

Trips and other events

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

- the European Work Experience programme (France, Germany, Spain)
- the Argentina exchange (although places are limited)
- the new Taiwan exchange

Universities and careers

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 number 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 Language Assistants, along with plenty of opportunities for study abroad.

MODERN FOREIGN LANGUAGES, CONTINUED

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
- Encourage 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

"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 (The Western Classical Tradition) and then a further choice of one from: Rock and Pop, Musical Theatre, Jazz, Into the twentieth century and Into the twenty-first century.

Performance (35%) - coursework

A performance, lasting between 10-12 minutes consisting of a minimum of three pieces. At least one of these pieces must be as a soloist and the other pieces may be either as a soloist or as part of an ensemble or a combination of both. The pieces you play should be of a minimum of grade 6 standard.

Composition (25%) - coursework

You will compose two pieces of music, both of which are coursework: one has to be composed according to the conventions of the Western Classical Tradition, to a brief set by the exam board, and released on 1st September of the Upper Sixth; the other composition is completely free and of your own choosing. The combined duration of these pieces must be a minimum of 4-6 minutes.

Tony Henwood (Director of Music)

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 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 that 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 UK 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 on to Photography BA (Hons) courses (Falmouth, London College of Fashion, University of the Arts London, Glasgow School of Art) also the Royal College of Art for Postgraduate study. The A Level Photography course at Latymer Upper also provides a successful route for applications to courses such as BA (Hons) Film Studies and History of Art. Several Latymer Photography alumni are now very successful professional photographers and others are currently working in related industries.

Janet Hillis Maidment (Head of Photography)

PHYSICS

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.

PHYSICS, CONTINUED

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:

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF>

Alex Birchmore (Head of Physics)

POLITICS

Why study Politics?

Most students take up Politics A Level 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 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.

What do you need to study 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 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.

POLITICS CONTINUED

What subjects does it go with?

You don't have to do any subject in combination with 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?

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.

US Government and 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 or Mr Wearden.

John Gilbert (Head of Politics)

RELIGIOUS STUDIES

Why study this course?

This course is open to all those who are fascinated by philosophical and theological 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?

A Level Religious Studies 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 7/8/9 passes at GCSE Level, and 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 interest.

Philosophy of religion

The study begins with 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, form a central part of this section of the course; these debates have been given an interesting boost in recent times with the publications of Richard Dawkins and other prominent atheists. The course questions whether their arguments are justified and whether those who hold religious beliefs can successfully answer their critics. 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 relationship between language and religion. You will also explore whether religious experiences give evidence of God and whether miracles really happen.

Secular and 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 and Immanuel Kant. 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 problem of euthanasia is one such topic, over which there is considerable disagreement. Students study other areas of modern ethical debate, considering both sexual ethics and business ethics. They must question the moral status of businesses and whether business executives have any responsibilities other than making profit.

RELIGIOUS STUDIES, CONTINUED

Christian thought

Christianity is the most widespread religion in the world and has had an extraordinary impact on human history for the last two millennia. In this topic we study and question core theological ideas, including the nature of humanity and ideas of life after death. Students will explore ideas about Jesus of Nazareth, focusing on his role as a political figure and whether or not the historical person of Jesus actually thought that he was divine. Students should be keen to question and challenge these essential theological concepts which have had such a vast social influence. Our students must also engage with the challenges to religion, questioning whether it is detrimental to social happiness or whether religious belief is infantile wish-fulfilment. This topic also involves exploration of Christian thought in the contemporary world: we study views on gender and the impact of feminism on ideas about God. Students must question whether Christianity is inherently sexist and, indeed, whether women are included in Christianity's offer of salvation. Social issues, focusing on institutional inequality, are also considered when studying the impact of Marxism and the emergence of liberation theology. Students should be interested in the relationship between religion and politics, and should be ready to question the way that culture impacts religious belief.

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 she or he 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 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. Philosophy forms one half of many typical joint honours undergraduate courses, complementing and pairing with subjects such as Mathematics, Physics, Psychology and Politics, among many others.

Elizabeth Fletcher (Head of Religion and Philosophy)

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 assessed electives*

1. Latymer-designed courses

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 courses are taught as one or two ten week units each of c. 23 hours of teaching and a related assessment.

Students will have the chance to opt for at least two and up to four Latymer-designed courses. The subject matter of these courses is wide-ranging and they 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.

Some examples of the courses offered are:

Anthropology	Creative writing
How to set up a small business	Effective altruism
Psychology	Sports psychology
From Beatles to Brexit	International development: a global perspective
Mathematical computing	Robots, doughnuts & democracy
Proteins and neurological disorders	Sports psychology
Jack the Ripper	Black cultures and their impact

2. Latymer Research Report

This is designed for those students who do not wish to take the Extended Project, to offer them 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 Qualification (EPQ)**
2. **Two year AS courses in Maths, English or Modern Languages**
3. **A fourth A Level**

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.

THE ELECTIVES, CONTINUED

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.

Last year over half of the EPQ cohort received at least one university offer that had been lowered due to them having an EPQ; this included universities like Exeter, Bath, Nottingham, Bristol, York, Leeds, Manchester, Cardiff and Birmingham, and included courses such as Medicine (Queen's Belfast), Architecture, Economics, English, Engineering, Combined Honours, Computer Science, French, Philosophy. Below are quotes from 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 EPQ 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.

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.

PUBLICLY EXAMINED ELECTIVE COURSES

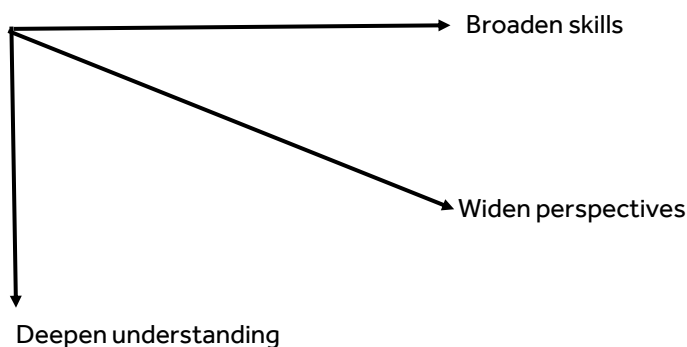
EXTENDED PROJECT QUALIFICATION (EPQ)

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.



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 two 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.

Artefact: a more practical project that seeks to research, design and create something to address a particular need or design brief.

EXTENDED PROJECT, CONTINUED

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 Upper Sixth 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 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, Southampton University) in article by Julie Henry, Feb 16 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 we 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.

University of Manchester

Oxford University recognises that the EPQ 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.

University of Oxford

Enormously valuable preparation for going to university.

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

Is the Extended Project right for me?

The best EPQ 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)

The dissertation Extended Project is a written project of around 8000 words, answering a question of your choice.

Lower Sixth 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.

Lower Sixth 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.

Lower Sixth Summer Term

In the Summer Term pupils will concentrate on writing the main section of their report. For the dissertation EPQ, 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.

Upper Sixth Autumn Term

During this time pupils will build their final report by combining the literature review and discussion sections with an abstract, introduction, conclusion and evaluation section. In November, pupils give a short presentation of their work to their peers and their teacher. The project is finished by December of the Upper Sixth 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 EPQ 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 EPQ on your choices form to ensure that you are placed in the correct class.

A more detailed plan of the Artefact course is below:

Lower Sixth 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.

Lower Sixth Spring Term

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

Lower Sixth Summer Term

In the Summer Term pupils will concentrate on designing and making. For the Artefact EPQ they will keep a journal of their progress.

Upper Sixth 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 Upper Sixth 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.*
- *Hangry App*

For further information about the Artefact EPQ course please contact Julia Selby (jds@latymer-upper.org)

AS ENGLISH LITERATURE

We offer an excellent AS course taught in six periods per fortnight over two years. If you do not wish to commit to the full A Level in English, but really enjoy the subject, you may find AS English suits you perfectly. You will have the same teacher for two years, studying four texts – one play, two novels and a range of poetry from the 21st century – in preparation for two final exams.

Jonathan Mitropoulos-Monk (Head of English)

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).

Paddy MacMahon (Head of Mathematics)

AS MODERN LANGUAGES

In the Sixth Form, it is possible to study **French, German, and Spanish to AS Level.**

Our aims in Modern Languages are to fully develop 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.

The EDUQAS course is a fully linear course, and the AS course is taught over 6 periods per fortnight for the full two years. It has three elements:

- Component 1: Speaking (conversation about the course topics)
- Component 2: Listening, reading and translation
- Component 3: Essay paper (1 essay on the set film/topic)

Whilst students have fewer lessons and content than the A level students, they still learn advanced language structures.

Cameron Palmer (Head of Modern Languages/French)

Holly Etherington (Head of Spanish)

Charlotte Healy (Head of German)

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.

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 in the next few pages.

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.

LATYMER-DESIGNED ELECTIVE COURSES

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A CENTURY OF CINEMA: THE STORY OF FILM

On 28 January 1896 the Lumière brothers, inventors of the motion-picture camera, screened a 50 second silent film that showed the entry of a steam train into a station on the French coast. The train moved directly towards the camera, and the audience shrieked in terror.

The cinema went on to become the dominant art form of the twentieth century. Hollywood became a “dream factory”, its glamorous stars the most famous people on the planet, and the grammar of filmmaking a fresh way of telling stories.

This elective will take you on a guided tour of cinema history. You will watch many films, and think about them as entertainment, as cultural phenomena and as art. And you will have a few nights at the cinema, too.

You will approach film from many angles. You will study important historical changes (the rise and fall of the studio system, the Hays code of censorship, the digital revolution), major genres (the western, film noir, the gangster film, the romcom), foreign cinema (French, German, Japanese), and the technical aspects involved in filmmaking (cinematography, screenwriting, editing), as well as major directors, like Alfred Hitchcock and Andrei Tarkovsky, and major actors, like Jimmy Cagney and Marlon Brando.

Over the elective, you will add knowledge to enjoyment and become a connoisseur of the last great artistic development to change the world.

Luke Maxted

AMERICAN CONSTITUTIONAL LAW

By exploring some of the most important legal cases in American history, you will advance your knowledge of American political, racial and social history, whilst developing skills associated with the legal field. The US Supreme Court upholds the US 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: slavery, segregation, abortion, guns, government surveillance, gay marriage and more.

You will explore Trump and impeachment, notable justices like Ruth Bader Ginsburg, and theories of interpretation. 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.

Jonathan Mitropoulos-Monk

ANCIENT ART OF RHETORIC

Starting from Martin Luther King's seminal 'I Have a Dream' speech, and taking in Churchill, Queen Elizabeth, Cicero, Lincoln, Pankhurst 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.

Greg Cook

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.

Marcel Lewis

AN ELEGY FOR ENGLAND

This course examines key English cultural developments in music, art and architecture from the early Middle Ages. We will dip into great examples such as the Norman architecture of Durham Cathedral, the East Window of York Minster (arguably England's equivalent of the Sistine Chapel) to the neo-futurism of The Shard by Renzo Piano. We will also go on trips to local examples where appropriate.

- The development of Ecclesiastical architecture from Norman and Early English to Victorian.
- The English house from the Tudor and Jacobean house to Modernism.
- The English music sacred and secular from Byrd and Tallis through Purcell, Stanford, Elgar to the grime of Notting Hill and the modern jazz of Ronnie Scott's.
- Key English artists such as Hogarth (we will visit his house and grave which are near the School) Constable, Turner, Blake, David Hockney and Tracey Emin.
- The development of English sculptor and gardens from the Italianate Ham House to the modernism of Henry Moore.

Mark Wallace

AN INTRODUCTION TO HISTORICAL FICTION

Historical fiction and fictional history? Are you interested in how Hilary Mantel creates her Tudor world and then goes on to win the Booker Prize twice? Do you find yourself asking how true to history is *The Crown*?

Historical fiction has always been popular but in the modern literary environment it is now considered 'good' storytelling as well. We will explore why this change might have taken place. Has the widening scope of historical study had an influence in bringing more thoughtful historical fiction to the reader?

This course explores the ways that fact and fiction intersect in historical fiction both written and visual. The course will cover the exploration of the work that historians do as experts in film or television period dramas and that authors do in constructing historical narratives. Students will choose their own path through the content by deciding on their own focus. Does the history come first or the story? Students can also focus their main work on either film or written texts or investigate both to explore the different ways that history can be explored in the fictional world. Students can also decide if they create historical fiction or analyse and explore it.

You choose the history and you can choose the fiction. There will be some shared texts but your interest in the topic can be explored and developed. If you love history, or reading, or historical TV dramas, join in with the discussion.

Andrea Barlien

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.

Donal O'Hara

BLACK CULTURES AROUND THE WORLD: A HISTORICAL NARRATIVE

This short course offers the chance to get to know how African cultures have influenced the world.

We normally learn African history from our western European perspective, but we will look at the origin and development of African cultures as active agents of influence to other cultures.

After studying some African civilisations, we will analyse and be critical with the history of slavery through its visual representation.

The course also offers a chance to get familiar with the artistic achievements of African lands, we will particularly see how art and music have been used as tools by civil right movements.

Examples of topics: The Kingdom of Ethiopia/ The cultures of Nigeria/ a representation of slavery/ black communities around the world/the Black Panther Movement/ Civil Rights Movements in the XXI century.

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.

Charles Ben-Nathan

CADCAM (COMPUTER AIDED DESIGN / COMPUTER AIDED MANUFACTURE)

In this CAD/CAM course you'll learn and develop expertise in a number of CAD software packages and associated CAM hardware, for example OnShape and Fusion 360. You will end up being proficient with using laser cutters & 3D printers.

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 both tutorials and '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.

Lucy Snooks

CREATIVE WRITING

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

Creative writing is a craft that 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 produce a small portfolio of writing, possibly with the idea of publishing it within School and perhaps beyond.

Ruth Taylor-Bell

DISCOVERING PHOTOSHOP

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, medical imagery, 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 and 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.

Christophe Blanchard-Conner

EFFECTIVE ALTRUISM

Effective altruism aims to answer one simple question: how can we use our limited resources to help others the most? So many of us strive to do the right thing and give to 'good causes', this course will help you develop the tools you need to decide which causes are the most effective, and to approach difficult questions such as:

- 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 as it does to cure 700 people of trachoma-induced blindness elsewhere in the world, should we fund guide dog training?

Sometimes our intuition and 'gut feelings' can lead us astray and programmes that sound amazing can fail spectacularly, having weak, or even negative impacts. We should aim to give with both our heads and our hearts so that we can be as generous and effective as possible.

This course will:

- Introduce the key considerations when looking at how effective a charity is
- Discuss how to choose a career or future to make the greatest positive difference
- Show how some charities can be 10 or even 100 times more effective than others (even when they have virtually identical goals!)

Zack Bassman

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.

Mark 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.

Heerpal Sahota

GLOBAL WARMING SOLUTIONS

The evidence that humans are causing climate change, with severe consequences for life on the planet, is overwhelming, but the question of what to do about it remains controversial. Economics, sociology and politics are all important factors in planning for the future.

Climate change encompasses not only rising average temperatures but also extreme weather events, shifting wildlife populations and habitats, rising seas and a range of other impacts.

Addressing climate change will require many solutions—there's no magic bullet. Yet nearly all of these solutions exist today, and many of them hinge on humans changing the way we behave and shifting the way we make and consume energy. Scientists are working on improved sources of renewable energy and alternative energy sources. It is also widely recognised that extraction of greenhouse gases from the atmosphere is an essential component of any effective mitigation strategy. Lastly, communities around the world are recognising that adaptation must also be part of any response to climate change.

In this elective, we will focus on examining and evaluating a wide range of solutions, and identifying the key components of a viable strategy to combat climate change.

Rachel Oxburgh

HOW DID OIL SHAPE THE HISTORY OF THE 20TH CENTURY?

This course asks, in what ways did oil shape the history of the twentieth century? The course is framed by two related concepts: first, the development of the need of the Global North for oil-based energy security, which includes the issue of oil's sustainability in the latter half of the twentieth century; secondly, the hypothesis of the "resource curse" suffered by oil-rich countries, and the linking of both concepts through the history of colonial and post-colonial policy making. The course will examine the role that oil played in key developments of the twentieth century, including the initial growth of the industry, its impact on policy making during WWI and WWII, Cold War rivalry and intrigue, postcolonial development, and the rise of environmentalism. It is at heart a political history course but will be multidisciplinary in its approach to questions of economics and geography and use academic literature in these fields in addition to political history.

Erin Null

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.

Mike Ashby

INTERNATIONAL DEVELOPMENT: A GLOBAL PERSPECTIVE

Do you have a keen interest in development issues, NGO work, politics, economics, sustainability 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 learning project to Ghana during May Half Term.

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?

What are the Sustainable Development Goals?

How can HICs (High Income Countries) help alleviate poverty in the poorest nations?

What are the challenges faced by international aid projects, and how aid can be used most effectively?

Will we ever be able to close the gap between the richest and poorest communities?

During the course you will collaborate with students in other Round Square schools. You will work internationally in small groups 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 South America.

During May Half Term, you will participate in a 10 day service project. You will meet with the students from our partner schools and travel to Ghana. During the service project you will explore the local area, participate in volunteer work, meet with NGO workers, and engage with the local community. Please note that there will be a cost associated with the trip which is likely to be in the region of £1,800. 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 Trips and Activities Fund provides grants to pupils who would otherwise be unable to participate. Applications should be made to the Finance Director for consideration.

Lucy Cole and Laura Leicester

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, whilst 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.

John Gilbert

INTRODUCTION TO INVESTMENT AND FINANCIAL MARKETS

An introduction to financial markets. How they arose and operate today. Who are the players and what are their strategies? How is the emerging discipline of “behavioural finance” changing investment practice? This elective aims to draw back the curtain on the complex and often opaque world of finance and show how it impacts us all. Whilst definitely not a guide on how to get rich quick, (although it may show you how to accumulate wealth slowly) it aims to give a broad understanding from which an interested student can choose which areas they wish to explore in greater detail.

Sarah Fordyce and Guy Bowles

INTRODUCTION TO LINGUISTICS

Language is all around us, it is the technology with which we automatically communicate.

“A language is not just words. It’s a culture, a tradition, a unification of a community, a whole history that creates what a community is. It’s all embodied in a language.” (Noam Chomsky).

Linguistics, in its many branches, is the science that studies all of these aspects. This course aims to explore some of the major fields of studies of Linguistics through lessons, seminars and presentations, answering questions such as ‘What is Linguistics?’ ‘What does a linguist do?’ ‘How can we learn a second language?’ ‘How many languages can we speak’, and more.

The students will gain a better understanding and tools on how to study this fascinating subject and will also be offered preparation for the United Kingdom Linguistics Olympiad (UKLO) and Oxford Linguistics Aptitude Test (LAT).

Giulia Viaggi and Rachel Collier

JACK THE RIPPER

Jack the Ripper was an unidentified serial killer in the largely impoverished area in and around the Whitechapel district of London in 1888. Extensive newspaper coverage bestowed widespread and enduring international notoriety on the Ripper and the legend of the gruesome murders solidified in the public's imagination.

This elective will cover the social, political and economic climate in 1888. We will look specifically at the five women who were victims of the Ripper, how the investigation into their murders was orchestrated, and who the prime suspects were.

Journalism and sensationalism in reporting the murders will be a focus as will the photography of the Ripper's victims. Letters sent by the Ripper to the London Press and The Metropolitan Police will also be analysed. We will look at Jack the Ripper in film and culture, touching on modern day responses to the Ripper story through films such as, 'From Hell' (2001) and 'The Lodger' (2009). Reference will be made to modern profiling techniques, and the public fascination with serial killers such as Charles Manson and Ted Bundy.

The story would not be complete without participating in a 'Ripper Walk' through the Whitechapel area.

Jane Clarke

LATIN AMERICA: FROM CONQUESTS TO COMMUNISM

"We are Indian, black, European, but above all mixed, 'mestizo'. When we exclude, we betray ourselves, when we include, we find ourselves", Carlos Fuentes (Mexican author).

How has race, prejudice, religion, politics and diversity defined this continent?

We will investigate this question by examining the rich pre-Colombian civilizations decimated by the Spanish conquistadors, and the melting pot legacy of today's Latin America.

With many countries struggling to heal inequalities, we will look at the efficacy of political models of communism in Venezuela and Cuba, juxtaposed with a continent-wide tradition of right-wing military dictatorships. There will also be an opportunity to investigate a country of your choice and ultimately design a tailor-made tour to that country, exploring your own personal interests. This elective is multi-disciplinary and whilst some course materials offer opportunities to Hispanists, the course will be taught in English and is open to all students.

Anna-Clare Hetherington

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.

MATHEMATICAL COMPUTING, CONTINUED

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.

Paddy MacMahon

MEDICAL ETHICS

There are powerful ethical issues and questions in the area of Medical Ethics that 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.

Kat Burns

MEDICAL PHYSICS AND EPIDEMIOLOGY

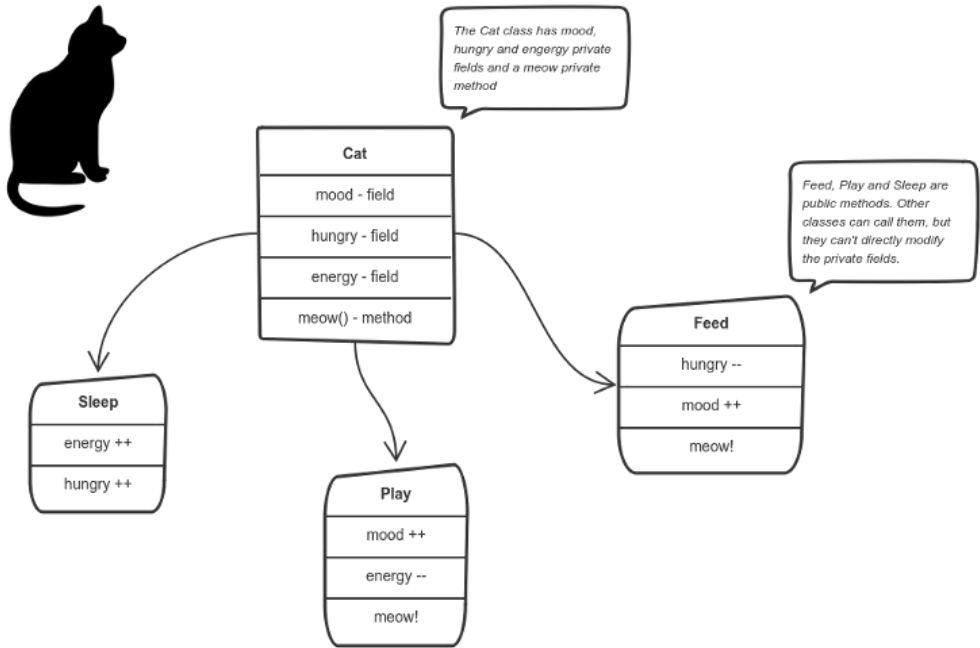
In the epidemiology section of the course, pupils will develop an understanding of what epidemiology is and its importance to the discovery, control and prevention of disease in world populations. It will aim to explore the principles behind effective clinical trials, will touch on ethical & political issues and look at biases, fallacies and flaws in study design, looking at current and historical examples for context and a deeper understanding.

During the medical physics half of the course, pupils will explore how physics theories and concepts can be applied to problems arising within the human body. Pupils will learn about imaging tools such as ultrasound, PET scans and MRI as well as having an in-depth look at nuclear medicine, optometry and otology.

John McCarthy and Alex Birchmore

OBJECT ORIENTATED PROGRAMMING

Object Orientated Programming (OOP) is the next step up in terms of coding from what you will have learnt from your GCSE Computer Science. The principles are used in all the popular languages such as Python, C# and Java.



You can feed the cat. But you can't directly change how hungry the cat is.

This course is 100% practical in that you will learn by programming at a computer. We will use Python as the main programming language although the OOP principles are the same for other languages. If time permits we may explore OOP with Java as well.

If you were to take A Level Computer Science this is what you would cover in the programming part of the A Level. If you were to take Computing at University level you would soon have to learn OOP.

We will start the course by creating an adventure game - it can be as straightforward or as advanced as you like. We will explore classes, methods and attributes and you will learn about abstraction, inheritance and polymorphism. We will also learn how to use GUIs with Python and to get some user interaction.

Jackie Price

PARASITIC AND TROPICAL DISEASE

Parasitic diseases such as malaria, bilharzia and filariasis remain amongst some of the greatest challenges to health in some of the world's poorest regions. This elective will aim to understand the interaction between parasite, hosts and vectors in order to take a new look at public health solutions. What features of a Tsetse fly's behaviour make it so hard to eradicate? Why haven't we cured malaria and why did the release of sterile screwflies in America save the Mexican economy \$3 billion per year? There will be an opportunity to think about how treating human disease requires collaboration from doctors, epidemiologists, anthropologists, entomologists and far more!

Elizabeth Hansford

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.

Suzi Woodham

POP MUSIC FROM 1960 TO THE PRESENT DAY

This will involve a listening musical appreciation of developments in pop music from the 1960s to the present day. We will investigate a number of different musical genres, including rock, folk, funk, soul, gospel, house music and R&B, and investigate the background and context to the songs, how developments in music technology have changed the sound world of pop, and how streaming has changed the way we listen to and access music.

A wide range of different pop artists and styles will be studied, including The Beatles, the Britpop movement (Blur and Oasis), Stevie Wonder, Bob Dylan and Joni Mitchell, Muse, Beyoncé, Daft Punk and Labrinth. There will be an opportunity to work in the school's Recording Studio and scope for students to investigate groups and bands of their own choosing, possibly even composing their own songs if they wish.

By the end of this course, students will have a better understanding of the diverse range of popular musical styles from 1960 to the present day, as well as an appreciation of the political, economic and social context.

Tony Henwood

PROTEINS AND NEUROLOGICAL DISORDERS

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 structures link 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 a 7 or above in GCSE biology is desirable and an enquiring mind essential.

Holly Peck

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 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?

Elizabeth Hansford and Kate Bartlett

ROBOTS, DOUGHNUTS, AND DEMOCRACY: HOW TO BE HUMAN IN THE 21ST CENTURY

The world is changing and humanity is changing with it. The future seems full of both challenges and possibilities, with automation, climate change and transforming social and political norms promising to turn life upside-down. This course will examine these changes, recognising the challenges ahead of us, but also looking at what we can all do to survive and thrive in the 'new normal'. We will follow the ideas of thinkers working on these new frontiers (such as Kate Raworth, Martin Ford and Ann Pettifor), and think critically about what they have to say and the possible implications for life in future. Participants will also be encouraged to think creatively about their own ideas about how to be human in the 21st century.

Part 1 - challenges and opportunities

Robots - how are automation, AI and technology transforming the way we live and work?

Doughnuts - how can we ensure prosperity for all without compromising the climate and creating catastrophic pandemics?

Democracy - as technology and populism threaten to polarise society and erode democratic norms, what can we do to mend politics?

Part 2 - how to be human project

Participants will produce their own 'how to be human' project in the form of an essay of 1500 words, a website or a video explaining a proposal for how to thrive in the 21st century.

Will Wearden

SINKING INTO THE ATLANTIC: THE WEST CRITIQUES ITSELF

Are rationality and the scientific method really white supremacist doctrines? Should youngsters still read Harry Potter given JK Rowling's alleged transphobia? Is classic Disney too racist and sexist for children today? This course will trace the origins of today's divisions in western societies, where wars are fought online and in the streets over issues of cultural identity, locating those origins in postmodern critical theory. Writers and thinkers featured include Michel Foucault, Claude Levi-Strauss, Judith Butler, Frantz Fanon, Edward Said, Harold Bloom, Camille Paglia, Francis Fukuyama and Kwame Anthony Appiah.

Covering arguments about European ethnocentrism, normativity and hetero-patriarchy, and the reactionary movements these have spawned on the political right, we will see how ideas that first emerged in university departments now reverberate through our culture amidst statue-toppling campaigns, cancellations and nativist reassertions of identity. Students will gain an understanding of enlightenment values and classical liberalism before reading more recent critiques of both that threaten long-held ideas about free speech, objective reality and universal truth, in a course incorporating literary theory, politics and philosophy.

Joe Murray

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 requirement for the course and it will be particularly useful for those involved in sports teams at Latymer.

Olivia Harvey

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.

Paul 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.

David 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.

Paige Davies

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.

Mary Bruton

UNDERSTANDING CIRCULAR ECONOMY

This elective will teach you the basic principles of the circular economy. This is an economic system aimed at eliminating waste and the continual use of resources, though its applications are not limited to economics. This course will look at how this system can be adopted to reduce waste and find new efficiencies - this will include improving profitability for companies, reducing harmful waste in manufacturing processes and making better use of resources to implement positive social change.

This course will be run through a number of small projects; some analysing existing businesses and products to improve their profitability or impact on the environment, redesigning products or systems to provide efficient solutions and looking at nature to compare with successful ecosystems.

This elective would be well suited to students interested in design, business & economics as well as students with a passion for sustainability and making positive social change.

Patrick Whitfield

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.

Elizabeth Green

THE LATYMER RESEARCH REPORT

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 Year 13, 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.

Patrick Drumm

CO-CURRICULAR ACTIVITIES

The third element of the Latymer Diploma is your co-curricular activity, a demonstration of your involvement in the wider life of the School, beyond the classroom. There are almost endless opportunities to take part in sport, performing arts, clubs and societies, as well as taking on leadership roles, participating in local or international community work and undertaking adventurous trips.

Sport

The Sixth Form at Latymer offers fantastic opportunities for involvement in both team and individual sports – and it's a great way to maintain good physical and mental health. Every student has a compulsory afternoon of Games, for which you can choose Football, Netball, Rugby, Cricket or Hockey – played on world class pitches, or join our rowers in Latymer's Boat Club overlooking the Thames. A wide variety of fun and non-competitive sport is also offered - from dance and yoga to fencing and frisbee - enabling everyone to find something they enjoy.

Performing Arts

As might be surmised from alumni that include Alan Rickman, Hugh Grant, Lily Cole and Ophelia Lovibond, drama and music are part of the lifeblood of Latymer. With both a professional standard theatre and recital hall at our disposal, the school year is bursting with performances and concerts from Latymer's Big Band, Chamber Orchestra, Wind Band and various choirs. Drama productions cover everything from adaptations of modern scripts, Noel Coward and musicals, all the way through to Shakespeare. Opportunities to play a part are wide ranging and if you're happier behind the scenes, you can hone your stage craft skills by working backstage on either the annual Sixth Form play or the Whole School play.

Societies and Clubs

There are over 50 clubs and societies to take part in and if none of those on offer appeal to you, it's usually possible to start your own. Taking on the leadership of a club will earn you extra credits towards your Diploma.

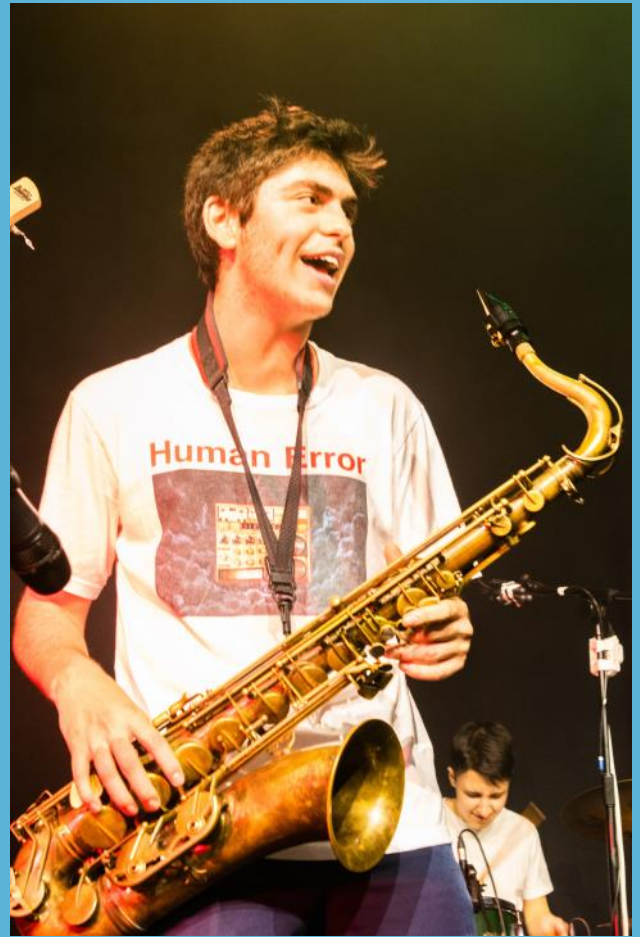
Leadership roles

Whether you are selected to be a School Prefect, become a member of the Sixth Form committee, or you are captain of a sports team, there are plenty of chances to lead your peers and work out your own leadership style.

Service and charity work

The School works with a number of local, national and international charities and there are often trips to join or projects to get involved with outside of your studies. You can earn credits towards the Latymer Diploma by taking part in these events, or by organising activities for Round Square, going on a World Challenge or Duke of Edinburgh trip.

More details of the credits that are awarded for all these activities are shown on page 71 and 72.



THE LATYMER DIPLOMA (LEAVER'S CERTIFICATE)

We hope every Sixth Form student will qualify for the Latymer Diploma that recognises personal development, contribution and achievements both academic and co-curricular and so reflects 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 is a relatively flexible instrument that serves 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);
- a formal acknowledgement of the academic, rounded and grounded education they have experienced;
- a way to make the Latymer Sixth Form offer distinctive;
- a way to enhance university applications both here and abroad; and
- a route through for both the strongly academically inclined and the less academically inclined whilst also requiring a certain balance. (This in part because the diploma acknowledges the worth and utility of co-curricular activities and other aspects – service, leadership, commitment etc.)

Scope and minimum requirements

The Diploma reflects school experience and achievement in the Sixth Form.

The **minimum** Sixth Form requirement is successful completion of the Core 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. A typical **scale of credits** is below:

Typical 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, fourth 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 to a club over two terms or equivalent) = 1 credit
- World Challenge/Duke of Edinburgh 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 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 + Electives + Co-curricular = Diploma (Pass/ Merit/ Distinction)

A small percentage of really outstanding students are awarded Distinction with Honours.

Some examples:

CORE: 3 A Levels Life Skills carousel Service in the community						Knowledge & Research Skills course Games option Maintain a Learning Journal					
Student A	Student B	Student C	Student D	Student E	Student F						
AS French	EPQ	AS English	Fourth A Level	AS Maths	Medicalethics (LDE)						
AS French	EPQ	AS English	Fourth A Level	AS Maths	Sports physiology (LDE)						
Latymer Research Report	EPQ	Latymer Research Report	Fourth A Level	Latymer Research Report	Rowing						
Game theory (LDE)	Latin America (LDE)	Ancient philosophy (LDE)	Illustration (LDE)	Cricket team	Rowing captain						
Theatre criticism (LDE)	How to set up a small business (LDE)	Effective altruism (LDE)	World Challenge	Jazz band	Extra service						
Psychology (LDE)	Debating	Extra service	Debating	Drama production	LGBT+ Soc						
Drama production	Football captain	Choir	JS Mill Society	Peermentoring							
Netball team	Football team	Prefect									
Eco society	Model United Nations										
Distinction	Distinction	Distinction	Merit	Merit	Pass						

LDE = Latymer-designed elective course

THE LIBRARY AND SIXTH FORM CENTRE

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, newspapers and journals, plus a digital library of eBooks and audiobooks, websites and over 40 online subscription resources. You can search for books 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.

Our academic resources only can be accessed from School or remotely by using the links on the library's Google site or the home page of Oliver. 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), the Very Short Introductions series, 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.

Sixth Form Centre

In addition to the study space in the library, Sixth Form students can make use of the Sixth Form work room that has 48 desks for silent working.

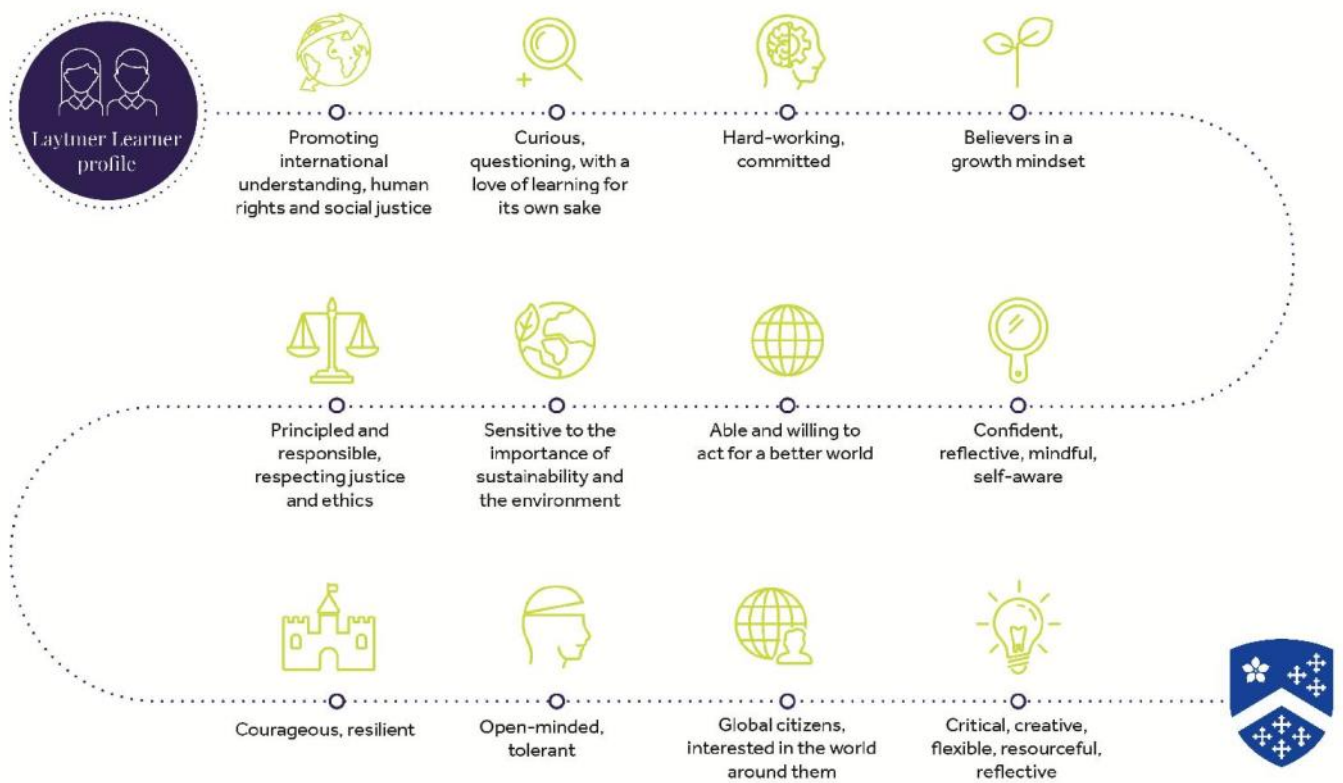
Plans are underway for a significant redevelopment of the Sixth Form Centre to be completed for September 2021, which will include these quiet study spaces, a café and an attractive area for socialising and relaxing.

THE LATYMER LEARNER PROFILE

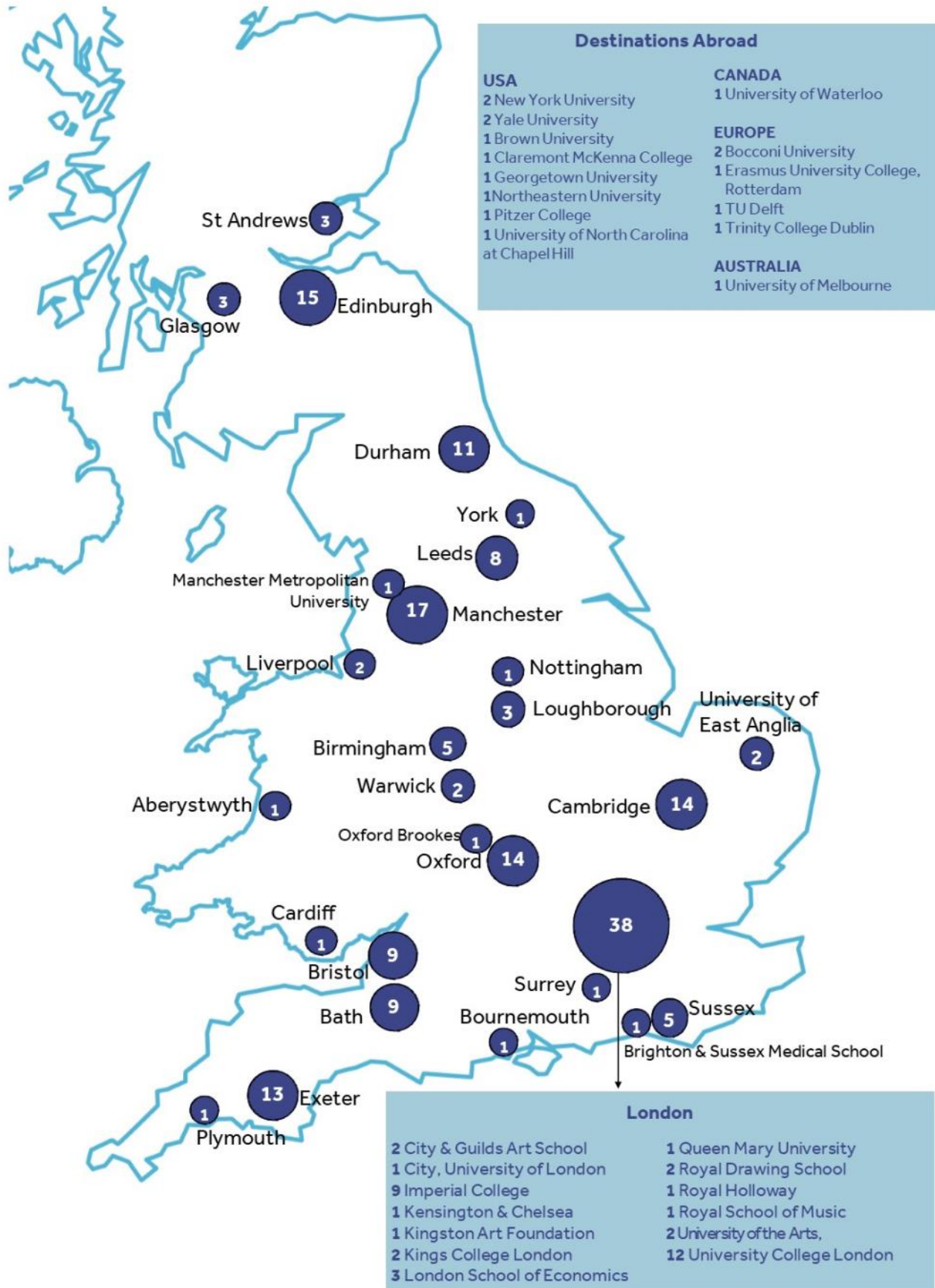
The overarching aims of a Latymer education are:

- 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.



LEAVERS' AND POST A LEVEL APPLICANTS' DESTINATIONS 2020



LEAVERS' AND POST A LEVEL APPLICANTS' DESTINATIONS 2020

University	Number	Subjects
Manchester	17	Civil engineering (BEng) History and Spanish Architecture Classics Art History and English Literature International business, Finance & Economics with IE Mechatronic Engineering Psychology Film Studies and Japanese Arabic and a Modern European Language History of Art Chemistry Materials Science with integrated foundation year Geography with international study Medicine Mathematics Philosophy
Edinburgh	15	History History and History of Art Mathematics x 2 Biological Sciences x 2 Biomedical Sciences Chemistry Economics English Literature Architecture Politics German Geography Philosophy
Oxford	14	English Language and Literature x 4 History and Beginner's Czech (with Slovak) History Philosophy, Politics and Economics x 2 Law Philosophy and Theology x 2 Geography Engineering Human Sciences
Cambridge	14	Modern and Medieval Languages x 2 Education English x 4 Natural Sciences Medicine History Asian and Middle Eastern Studies Chemical Engineering Veterinary Medicine Mathematics

LEAVERS' AND POST A LEVEL APPLICANTS' DESTINATIONS 2020

University	Number	Subjects
Exeter	13	Economics History x 3 Engineering English English with Study in North America Law with Business Computer Science Liberal Arts with study abroad Drama Politics, Philosophy and Economics with study abroad Business and Management with Industrial Experience
University College London	12	Comparative Literature x 2 Natural Sciences History of Art Management Science Architecture French and Portuguese Biomedical Sciences Medicine (6 years) x 2 Astrophysics French
Durham	11	Chemistry Geography x 2 Modern Languages and Cultures (with year abroad) x 2 General Engineering Natural Sciences Physics Mathematics x 2 Law
Imperial College London	9	Chemistry x 2 Materials Science and Engineering Mechanical Engineering Design Engineering Medicine x 2 Physics Physics with Theoretical Physics
Bath	9	Mathematics with year abroad Economics Economics with placement Economics with Professional Placement and year abroad Biomedical Sciences with placement Politics and International Relations Physics with year abroad Mechanical with Automotive Engineering (with placement) Integrated Mechanical and Electrical Engineering

LEAVERS' AND POST A LEVEL APPLICANTS' DESTINATIONS 2020

University	Number	Subjects
Bristol	9	Criminology with study abroad English x 2 Medicine x 2 Chemistry Biology History Film and English
Leeds	8	Film, Photography and Media English and Film Studies Economics and History Economics Chemical Engineering Liberal Arts History of Art x 2
Birmingham	5	Law with Criminology Economics Physics Computer Science with Digital Technology Partnership Business Management (year in industry)
Sussex	5	Drama and Film Studies x 2 Drama, Theatre and Performance Psychology Sociology
LSE	3	Philosophy, Logic and Scientific Method Philosophy and Economics Geography with Economics
Loughborough	3	Psychology with Criminology Aeronautical Engineering x 2
Glasgow	3	English Literature x 2 Music
St Andrews	3	Art History Medicine Chemistry
City and Guilds Art School	2	Art Foundation x 2
King's College London	2	Biomedical Science Mathematics
Royal Drawing School	2	Art Foundation x 2
Liverpool	2	Popular Music with Spanish Business Economics
University of the Arts London	2	Photography Fashion Management

LEAVERS' AND POST A LEVEL APPLICANTS' DESTINATIONS 2020

University	Number	Subjects
Warwick	2	Mathematics
Aberystwyth	1	International Politics
Bournemouth	1	Television Production
Brighton and Sussex Medical School	1	Medicine
Cardiff	1	Medicine
City, University of London	1	Finance (with Foundation)
Kensington and Chelsea	1	Art Foundation
Kingston	1	Art Foundation
Manchester Metropolitan University	1	Business and Marketing
Oxford Brookes	1	Sport and Exercise Science
Queen Mary, London	1	Biomedical Science
Royal Holloway, London	1	Management with Marketing
Royal School of Music	1	Percussion
University of East Anglia	2	Politics with a Foundation year
Nottingham	1	History
Plymouth	1	Medicine
University of Surrey	1	Physics
York	1	Business of the Creative Industries

University	Number	Subjects
Overseas destinations		
Bocconi University	2	Economics x 2
New York University	2	Liberal Arts x 2
Yale	2	Liberal Arts x 2
Brown University	1	Liberal Arts
Claremont McKenna	1	Liberal Arts
Erasmus University Col-	1	Liberal Arts
Georgetown	1	Liberal Arts
Northeastern	1	Liberal Arts (Honors program with scholarship)
Pitzer College	1	Liberal Arts
University of North Caroli-	1	Liberal Arts
University of Waterloo	1	Pharmaceutical Chemistry
Delft University of Tech-	1	Science/ Engineering
Trinity College Dublin	1	French with Spanish
University of Melbourne	1	History



LATYMER
UPPER SCHOOL