Loughborough Grammar School
GCSE Option Choices
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INTRODUCTION

The GCSE years, year 10 and 11, are vital years during a boy’s academic career – laying the foundation for academic success in the Sixth Form and beyond.

During his first three years at the Grammar School, your son has followed a broadly based general curriculum, allowing him to achieve a sound grounding and an appreciation of the major academic subjects. Unfortunately, time and the substantial content of examination syllabuses do not enable boys to pursue all possible subjects to external examination standards and so for the next two years your son will study the set of subjects he needs and wishes to take to G.C.S.E.

To emphasise the importance of personal responsibility for his work and to permit increased social integration for extra-curricular activities your son will next year be placed in a tutor group which will not be related to academic choices. The mixture of personalities within the tutor group is intended to provide an opportunity for boys to develop powers of leadership and initiative. It is very much up to the boys with their tutor to investigate ideas and carry them out together. Throughout the upper part of the school we have found this system to work very well, and it is to the credit of some previous tutor groups that there has been, for example, sterling work for charity, as well as the development of personal friendships and the enjoyment of extra-curricular activities together. Teaching sets are independent of tutor groups and may be ability based or of mixed ability as is felt more appropriate for the particular subject.

The curriculum which your son will follow in Year 10 and 11 is explained in the pages that follow.

PB Fisher
Headmaster
THE OPTION SCHEME

All boys take English, English Literature, and Mathematics as compulsory subjects, and a further six subjects from:

- Art & Design
- Computing
- D&T
- Drama
- Greek
- Biology
- French
- History
- Religion & Philosophy
- Chemistry
- Geography
- Latin
- Spanish
- Classical Civilisation
- German
- Music
- Physics

Please note: To ensure that all boys have broad and balanced GCSE curriculum, they should do at least one Modern Foreign Language and two Sciences. We would also recommend that he takes a Humanity (Classical Civilisation, History, Geography or RP).

Particularly able boys may choose to take an additional GCSE (Computing, Latin or Music) which would be studied on Thursday afternoons (in CCF time) and one lunchtime. It would also be possible to take French on Thursday afternoons, providing that either German or Spanish have been chosen in the main curriculum.

Every effort will be made to enable each boy to take the exact combination of subjects he may desire. However, we reserve the right to suggest an alternative combination of subjects if numbers make a particular arrangement of subjects untenable. We hope that boys will make wise choices in light of their ability, their career intentions and the need for a balanced curriculum, but there may be some cases where the School must make the final decision on educational grounds. A boy may show a leaning towards one particular group of subjects, but we are certain that it is very important for him to pursue as wide a general education as possible, at least to the end of Year 11. For this reason we have avoided the idea of a boy having to choose between Sciences and Arts at this stage. The real choice of this nature will come only when a boy moves on to ‘A’ level work, and it may well be that even then he should continue with a mixed group of subjects.

It is important to realise that although we would permit a boy to pursue, say, three languages, those concentrating on subjects of a similar discipline must still maintain a balanced curriculum by including at least one subject from another discipline. Thus a good balance is usually at least one language, two or three sciences and one or two subjects from the humanities. It is intended that most boys should choose a combination of subjects which will not only provide a grounding for an ultimately more specialised or vocational course, but will also continue the breadth of education already started. The importance of the Humanities, Creative Arts and Languages in developing an all-round, articulate, well-informed person must not be underestimated.

It is, however, essential to appreciate what doors can be closed when a boy makes his selection of subjects. A potential A level linguist should certainly consider studying two languages to
GCSE, but all boys should recognise that studying languages at GCSE and perhaps also, later on, at A level, keeps the door open to many University courses, often combining a language with other subjects such as Law and Business. For a prospective modern or ancient linguist, Latin is an invaluable asset.

Those boys anticipating a future in medicine or biological subjects should study all three sciences - Physics, Chemistry and Biology. Prospective engineers need to study Physics.

For any boy who is finding a grammar school course very demanding, two factors should influence his choice of subject. The first is his ability to gain a good GCSE grade (A* - B) in the subject; the second is the relevance of the subject as an entry requirement for future study.

What if a subject is dropped and is later found to be necessary as an entry requirement? The object of this booklet is to help to ensure that this does not happen, and a sensible selection of subjects should enable most boys to keep their options open until they make their ‘A’ level choice. It might be possible for subjects such as History, Geography, Religion and Philosophy and Music to be recommenced for study to ‘A’ Level without having been taken at GCSE. This knowledge can sometimes ease a decision between two subjects of similar discipline.
**ENGLISH**

**Head of Department: MR. B. MCCABE**

**Exam Board:** English Language AQA and English Literature AQA Certificate (IGCSE)

English is in fact two subjects: English Language and English Literature.

All boys study English in Years 10 and 11. They follow a course to GCSE in both subjects and they will receive grades on the scale from A* to E. The majority of candidates will obtain grades in the range A*-B.

English Language consists of two external examinations worth 50% and 40% of the total GCSE marks. These examinations will assess skills in reading and writing non-fiction texts. The remaining 10% of the marks will be acquired from a Speaking and Listening presentation.

English Literature consists of one external examination worth 60% of the GCSE marks. The examination will include the study of a set text and of unseen poetry. The remaining 40% of the marks will be attained by a comparative coursework essay based on two further set texts.

All pupils will study a Shakespeare text in preparation either for the English Literature examination or coursework.

**MATHEMATICS**

**Head of Department: Dr C.J. Luke**

**Exam Board:** Edexcel 4400

All boys will follow the Edexcel IGCSE course in Mathematics and be entered for the examination at the end of Year 11.

The assessment consists of two externally marked examination papers, each of two hours duration. Both papers require a calculator and each count for 50%.

In line with national guidelines the iGCSE syllabus has no coursework requirement.
Although there are two tiers of entry (Foundation and Higher) all boys at LGS will be entered for the Higher tier. Here the grades available are from A* to D. In any given year we expect around 75% of our pupils to achieve A* or A grade passes.

**ART AND DESIGN**

Head of Department: Miss E Johnson

**Exam Board - OCR J160-165**

OCR’s Art and Design GCSE has changed within recent years to encourage the development of personal ideas and expression of inner thoughts and feelings. The subject is studied as a way of both recording and communicating ideas. The course is structured to allow students with contrasting skills to access the same level of success; diversity and creative individuality is encouraged.

Art should offer an intelligent understanding of the visual world, function as a form of communication, and give boys a creative balance to complement their other literary, mathematical, scientific and factually based studies.

The Art Department has designed the course with three components, two of which are formally accessed and contribute to the GCSE. The first project undertaken aims to build artistic confidence by teaching students how to research artists and ideas, develop drawing skills, experiment with materials to identify their strengths, practise working on large scale outcomes in 2D and 3D, and to learn presentation techniques. This process introduces them to the four assessment objectives of the GCSE:

- Develop ideas
- Experiment and refine ideas
- Record ideas, observations and insights
- Present a personal, meaningful and purposeful response

Once the first project is complete, boys begin a personal project (controlled assessment) which is worth 60% of their GCSE. Whilst this project is inevitably crucial to the grading of the GCSE, it is still enjoyable as the boys have control over their inspiration and stimuli, providing a strong foundation for sustained engagement and creative diversity. This project will follow the format of the previous, with the option of specialising in 2D or 3D processes. Those choosing to specialise in 2D will be entered for GCSE Art and Design: Fine Art, and those wishing to specialise in 3D will be entered for GCSE Art and Design: Unendorsed. This work is presented in the form of a portfolio. At this stage in the GCSE, we encourage work to become ambitious.
and encourage risk-taking to get good results. This work is completed between the Summer term of Year 10 and the Winter term of Year 11.

Most boys have heard the daunting rumours of 10 hour exams in Art…this is true, but must be understood in the correct context! Exams papers containing a variety of starting points are issued in January of Year 11. Candidates select one theme which they interpret in a project which addresses the above assessment objectives. They have the whole Spring term to develop their ideas and produce a plan for a final piece of their choice. The 10 hour assessment is used to complete their outcome across two days…the candidates are entirely in control of their work at this point and have access to all preparatory work. The whole exam project accounts for the remaining 40% of the GCSE.

To succeed in Art, a committed approach is vital. Boys can expect to use a range of materials and processes including painting, drawing, printmaking, ceramics, photography, collage and mixed-media.

All work is internally assessed and externally moderated. There may be the opportunity for the most able to be entered for two full GCSEs during their studies. We advise both boys and parents to discuss this with their teacher before opting.

Candidates are invited to view their work in an end of year Summer exhibition.

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**BIOLOGY**

Head of Department: Mr. R. Parish

**Exam Board:** AQA Biology

Biology literally means the science of living things and it is the science which relates most easily to you and to the environment in which you live. It is perhaps the reason that for so many years, Biology has been the most popular option choice, with the majority of boys in year 9 selecting it.

The GCSE course aims to stimulate an interest in the study of living organisms and to promote an awareness of the significance of biological principles in personal, social, economic, environmental and technological contexts.

The new GCSE Biology course introduced for 2011/2012 represents a small change in format from previously, which includes a greater scientific content, especially in
GCSE Option Choices

Unit 1 and changes to the coursework. The course now consists of three units (externally assessed tests; the first taken by all pupils in the summer term of Year 10) and a Centre Assessed unit (This consists of assessed practical work and processing of data as well as two ISA tests written by AQA). Each of the four units represent 25% of the total marks awarded. The course is underpinned by a ‘How Science Works’ theme where the role of science in society and key practical skills is explored in a biological context. Topics such as natural selection, cloning, genetic engineering, infectious diseases and global warming as well as how to evaluate experimental work are amongst many important areas considered. Pupils are encouraged to carry out practical work throughout the course which range from microbial work to stem cell research using cut up worms and to collect their own data carefully.

The course is divided into three units. Each contain a variety of topics. Part of Unit 1 is taught in year 9 but externally assessed in Year 10. The majority of Unit 1 is taught in year 10 with the component in year 9 revised. Unit 2 is taught in year 10 and 11. Unit 3 is taught in year 11. Both unit 1 and 2 are assessed in Year 11. The coursework components (ISA/PSA) are assessed in Year 10 and 11. A selection of questions explored in the syllabus are given below (full details can be found on the AQA website www.aqa.org.uk).

How do human bodies respond to changes inside them and to their environment?
What can we do to keep our bodies healthy?
How has Biology helped us treat kidney disease?
How are micro organisms used to make food and drink?
What determines where particular species live?
How do new species of plants and animals develop?
Which human characteristics show a simple pattern of inheritance?
How do dissolved substances get into and out of cells?
How do plants obtain the food they need to live and grow?

GCSE Biology provides the best foundation for any pupil wishing to study the subject to AS or A2 level and is essential for those considering a career in medicine, dentistry or veterinary science. Most importantly perhaps, it will allow the student to obtain a deeper understanding of themselves and a better appreciation of the other life forms that interact with us on this wonderful planet!

Chemistry

Head of Department: Mr. A. J. Haigh

Exam Board: Edexcel IGCSE Chemistry (4CH0)

Ever wondered what was in that sandwich you ate for lunch? Or what’s in your bottle of water as well as the water? Or what’s in anything come to that? Chemistry will give you the opportunity to find out. By understanding about the properties of substances and how atoms can be joined together to make different things, chemists have produced a huge range of materials, from all the
different sorts of metals and plastics used to make a car or a mobile phone, to the detergent in your shower gel, to the fibres and colours in your clothes, to painkillers and anticancer medicines. These modern products have an extraordinary impact on the way we live, but we tend to take them for granted and we forget that they would not exist without the chemical knowledge used to make them. In the UK, chemistry-related industries make a £ billions profit on a £10s billion turnover and are big export earners for the country, with a wide range of career opportunities.

The GCSE course is designed both for students not studying the subject further and for those continuing to AS and A level. It involves a lot of practical work and pupils acquire knowledge and understanding of chemical patterns and principles which they learn to apply to familiar and unfamiliar situations. The course follows on naturally from Year 9 and the secret of success is keeping up to date, making the ideas easier to understand and to remember. Pupils develop an appreciation of the scientific, social, economic, environmental and technological contributions of Chemistry and the range of topics covered is wide.

The course looks at how we get metals from rocks, and obtain fuels and make polymers from crude oil. A simple model of atomic structure is developed to explain how atoms are bonded together, and the properties of substances are accounted for by looking at their structures. Chemical formulae and equations are used to link and predict the quantities of reactants and products in chemical reactions. Consideration is given to the energy changes involved in chemical reactions, how reactions can be made to go faster, and how yields of products can be increased. Practical work also includes reactions of acids, and analysis of substances using flame tests and precipitation reactions.

Assessment is by two written examinations of duration 2 hours and 1 hour, marked by Edexcel. These papers include assessment of investigative skills, so there is no separate coursework / controlled assessment component to worry about during the year.

A Chemistry qualification at GCSE is essential for anyone considering further study in a whole range of scientific, medical and engineering fields and leads on to a huge number of occupations, from Art restorer to Zoologist. It is the central science, overlapping with both Physics and Biology.
CLASSICS

[Latin, Classical Greek, Classical Civilisation]

Head of Department: Mr. P. D. Bunting

Exam Board: OCR J281 (Latin)

We continue with the Cambridge Latin Course and aim to complete Books 4 and 5 during Year 10; this includes all the vocabulary and grammar needed for GCSE.

Paper 1: Language I (25%) Unprepared translation and comprehension (the style of exam that you have been used to so far) on a story drawn from mythology or domestic life.

Paper 2: Language II (25%) Unprepared translation and comprehension (the style of exam that you have been used to so far) on a story drawn from history.

During Year 10 we also begin to read some Latin literature and introduce the recognition and appreciation of literary devices. In Year 11 in order to prepare for the exam, we read the set books in class, create a translation and discuss the points which the writer wants to make; you can therefore be very well prepared to answer examination questions involving translation, comprehension and interpretation of the passages from the set books.

Paper 3: Prose Literature (25%) We shall study passages from various prose authors, including Caesar, Tacitus and Pliny.

Paper 4: Verse Literature (25%) We shall study part of Virgil's epic story of the Trojan War hero, Aeneas, who travelled with the survivors of the war to find a new home in Italy.

Latin and Classical Greek are the only GCSEs which include study of literature in a foreign language, and we feel that it is rewarding and enjoyable for pupils to develop critical skills and to experience Latin as it was written by great authors of the past. These skills are transferable to literature in any language.

Boys who choose Latin should normally follow the GCSE option system. However for academically able boys who wish to take 10 GCSEs, Latin is also available in CCF time (three periods per week on Thursday afternoon) plus a lunch-time period. Boys considering this option should consult their Latin teacher and enter Latin as an extra option on their option form.

We normally take a study trip to York or Bath or Cirencester and the Roman Army Museum at Baginton in the Summer Term of Year 10; any other visits you may make to Classical sites with your family are valuable too! We also take trips together with Loughborough High School to Classical events - plays in translation, trips abroad; these may also contribute to your understanding of and knowledge about the course.
Latin GCSE is well respected by universities and employers, who appreciate the intellectual qualities required in studying the language. It has traditionally been associated with the Law and Medicine. Latin can be continued at GCE Advanced level and University levels. In the past it was traditionally studied with Classical Greek, but nowadays it can be studied alone or in many combinations with Arts subjects, such as English, Modern Foreign Languages, History, Philosophy, etc. and also with Science subjects and Maths. A recent study of graduates showed that people who had studied Classics were less likely to be unemployed in the first six months after leaving university than those from any other subject. This was because Classics develops transferable skills: graduates went into ‘almost any jobs from the City to Law to Art and Design’. A GCSE in this subject can be used as support for Arts/Law courses and also Science/Medicine courses in Higher Education, but a good grade will be valued whatever subject you study eventually.

CLASSICAL GREEK OCR J291

We continue with Thrasymachus or Greek to GCSE and aim to cover all the grammar and vocabulary needed for GCSE during Year 10.

Paper 1: Language I (25%) Unprepared translation and comprehension (the style of exam that you have been used to so far) on a story drawn from mythology or domestic life.

Paper 2: Language II (25%) Unprepared translation and comprehension (the style of exam that you have been used to so far) on a story drawn from history.

During Year 10 we also begin to read some Greek literature and introduce the recognition and appreciation of literary devices. In Year 11 in order to prepare for the exam, we read the set books in class, create a translation and discuss the points which the writer wants to make; you can therefore be very well prepared to answer examination questions involving translation, comprehension and interpretation of the passages from the set books.

Paper 3: Prose Literature (25%) We shall study passages from the author Herodotus ‘The Father of History’.

Paper 4: Verse Literature (25%) We shall study part of Homer’s epic story of the Trojan War or part of one of Euripides’ plays.

Classical Greek and Latin are the only GCSEs which include study of literature in a foreign language, and we feel that it is rewarding and enjoyable for pupils to develop critical skills and to experience Classical Greek as it was written by great authors of the past. These skills are transferable to literature in any language.
We normally take a study trip to the British Museum in the Summer Term of Year 10; any other visits you may make to Classical sites with your family are valuable too! We also take trips together with Loughborough High School to Classical events - plays in translation, trips abroad; these may also contribute to your understanding of and knowledge about the course.

Classical Greek GCSE is well respected by universities and employers, who appreciate the intellectual qualities required in studying the language. It has traditionally been associated with the Law and Medicine. Classical Greek can be continued at GCE Advanced level and University levels. In the past it was traditionally studied with Latin, but nowadays it can be studied alone or in many combinations with Arts subjects, such as English, Modern Foreign Languages, History, Philosophy, etc. and also with Science subjects and Maths. A recent study of graduates showed that people who had studied Classics were less likely to be unemployed in the first six months after leaving university than those from any other subject. This was because Classics develops transferable skills: graduates went into ‘almost any jobs from the City to Law to Art and Design’. A GCSE in this subject can be used as support for Arts/Law courses and also Science/Medicine courses in Higher Education, but a good grade will be valued whatever subject you study eventually.

CLASSICAL CIVILISATION (OCR J280)

This subject provides a self-contained 2 year course to GCSE. If you like watching programmes or reading about mythology and the ancient world and are interested in History, English or Archaeology, this is the course for you. You do not need to have studied Latin, Classical Greek or Classical Civilisation in Year 9 to start this subject.

Four topics are studied (out of a total choice of 12) - usually at least two on Civilisation and at least one on Literature in translation. We normally concentrate on Greece, although Roman topics are also possible.

Paper 1 (25%): City Life in the Classical World

We study the society of one the greatest ancient civilisations at its peak. We shall learn about the family in Athens, including their homes and the roles and duties of individual family members, entertainment in Athens, in particular the theatre, and the religion of the Greeks, including their gods and festivals.

Paper 2 (25%): Epic and Myth

We read Homer’s epic story of the adventures of Odysseus and his encounters with some amazing creatures in journeying home from the war at Troy; we shall analyse themes such as heroism, the role of the gods and how Homer creates a dramatic story.

Paper 3 (25%): Community Life in the Classical World
We study Sparta looking at the social structure and military organisation of this city state which produced the finest land army of its age. We shall learn about Sparta’s government, army, education system and history, and consider the heroism of Leonidas and the 300 in resisting the Persian invasion.

**Paper 4 (25%): Culture and Society in the Classical World**

Either Sophocles’ tragedy play ‘Antigone’
Or The Olympic Games

In studying the Antigone we see a girl prepared to challenge the laws of her king and die for her beliefs rather than betray her family and the laws of the gods. We analyse the characters in the play and consider the dramatic techniques employed by Sophocles to make this play so tense and gripping.

In studying the Olympic Games we look at the location and organisation of the Games in the ancient world, the competitors and spectators, and the athletic events and the training involved for each event. We also consider the influence of the Ancient Olympics on later times and compare the similarities and differences between the Ancient and the Modern Olympics.

You are encouraged to read and research widely, both in books and on the internet and also on archaeological sites and in museums. We normally take a study trip to the British Museum in the Summer Term of Year 10. We also take trips together with Loughborough High School to Classical events - plays in translation, trips abroad; these may also contribute to your understanding of and knowledge about the course.

Classical Civilisation has the advantage of offering a very broad, humanities-based course, which can within limits be tailored to the interest of different individuals. It offers great variety and interest, and introduces you to authors and ideas which are the basis of much modern Western European culture; social and political history and literature form the core of the course, but it extends to involve religion, art, architecture and philosophy. Classical Civilisation can be continued at GCE Advanced level and at university level. A recent study of graduates showed that people who had studied Classics were less likely to be unemployed in the first six months after leaving university than those form any other subject. This was because Classics develops transferable skills: graduates went into ‘almost any jobs from the City to Law to Art and Design’. GCSE in this subject can be used as support for Arts/Law courses in Higher Education, but a good grade will be valued whatever subject you study eventually.
Computing

Head of Department: Mr R. Statham

Exam Board: OCR Specification: J275

The GCSE Computing syllabus gives an insight into what goes on “behind the scenes” in the computing devices you use every day, whether that is a desktop computer, tablet or smartphone. The ability to program devices to make them do what we want to rather than just the use of software is fundamental to the course and to the study of computing in general. The course is made up of one theory examination, a research controlled assessment task and a programming project.

The study of computing is a great way to develop not just practical programming ability with computers but also to develop critical and analytical thinking skills as well as problem solving ability.

Programming Project A453

Boys will begin their programming project by using the visual programming environment called Scratch, building on the work they have done with this in year 9. This will then be developed into the use of a text based programming environment, Visual Basic, in order to develop more complex and flexible programs. They will design, develop, test and evaluate a set of programs based on the OCR set programming scenarios. By the end of this project they will be able to independently develop algorithms, design user interfaces, identify and use standard programming structures such as sequences, selections and iterations, design and implement testing procedures and present their solutions in a report format.

Practical Based Investigation A452

This task allows boys to investigate an area of computing that is more specialised than the general nature of the rest of the course. The investigation is inherently practical and will use a scripting language, JavaScript, in order to show their understanding of the processing of web forms, fundamental to our use of the World Wide Web today. The investigation includes problem solving, historical context and current commercial use of Web technology and gives them the opportunity to develop their technical ability and writing style.

Examination Paper A451 Computer systems and programming

Taken at the end of year 11 the examination covers the following topics:-

Fundamentals of computer systems

- Computing hardware including the operation of the CPU
- Binary Logic
- Memory and Storage
- Software types, categories and uses
- Representation of Data in computer systems
- Images and Sound
- Databases and relations
- Networking and the Internet
- Programming including Algorithms, flow control, languages, data types and testing
The study of GCSE computing provides not only a sound basis for further study at A level and beyond but develops a wider set in skills including problem solving, team working, research skills and technical understanding.

**DESIGN AND TECHNOLOGY**

Head of Department: Mr. P. Jackson

Exam Board: Edexcel

The term Technology can cover a wide range of activities but a common feature of many of these is identifying a problem, thinking about it and realising the solution. We must be able to think about what we are trying to achieve in solving problems, so that we can learn to judge both our own and other people's solutions in a reasoned way.

The course will endeavour to improve the communication skills used when problem solving and to record and show others these ideas clearly. Over the two years a wide variety of materials will be expected to be used to develop a breadth of knowledge of materials and processes. Solutions to design problems will involve the uses of appropriate materials and technologies. This is not a subject that should be taken without realising that it requires a sustained input from the pupil over all of the course. A minimum of 2 hours a week must be done at home researching and preparing the information from appropriate sources, e.g. libraries, internet. They will be following the OCR and Edexcel Design and Technology (resistant materials technology) syllabus which has the following requirements:

(a) 60% Controlled Assessment Projects
Pupils have to submit one completed project at the end of year Ten (internally moderated) and one in Eleven for external moderation and this is expected to be of a very high quality. £15 per project is also added to Fees towards material costs

(b) 40% Examination
This will involve one ‘Theory’ paper, worth 40% of the GCSE, in year Eleven.

This design course for GCSE would lead directly to the type of work now being undertaken for our 'A' level courses, but even for those boys not considering pursuing this at a higher level it can offer a wonderful opportunity to give a breadth to their education not available from other subjects and to develop sound practical and problem solving skills for life. Due to the nature of the project pupils must be capable of ‘Project Managing’ their own work, added to the high grade boundaries pupils must be very serious about the subject to attain a good grade. All candidates should ideally talk to the Head of Technology before picking the subject at GCSE.
The course is ideal for those thinking of a career in Architecture, Engineering, Product Design, Motorsport, Communications, Aerospace etc. Many of which are actively recruiting and offering free University placements. Those taking GCSE DT will also have better access to the workshop and clubs outside of lessons and be trusted to work on their own projects if approved by the Head of Department.

DRAMA

Head of Department: Mrs S.E. Bruton-Lang

Logic will get you from A to B. Imagination will take you everywhere. The true sign of intelligence is not knowledge but imagination. -- Albert Einstein

Exam Board: Edexcel

Some people downplay the importance of the creative arts within the academic world of education and the within the 'real' world of work. However knowledge stands alone. It is applied knowledge which we call intelligence and it this which makes the world go round. Applied knowledge and intelligence is creative and leads to progress. This is the intelligence, based on imagination, which leads to great scientific discoveries, new products, innovations, exciting journalism and theatre.

Theatre IS imagination. Those who fully engage with the theatrical process, whether on stage, back stage, in the audience, share in a journey of creativity, discovery and imagination. We get inside a situation, a person’s head, understand another person’s dilemma, disagree with a character’s course of action, ask ourselves why we empathise with a character who is behaving badly, question our own ethics and morals, marvel and get transported by sight and sound and feeling.

Those who participate in the dramatic process develop an emotional intelligence that should not be undervalued, and they develop skills which are of immense value in every single area of their lives.

Why do we offer Drama at LGS?

Not only does Drama develop a balanced intellect, it is part of an excellent platform for training in life. Taken in collaboration with a range of other subjects, Drama actively inspires you to grow into outgoing and confident adults. The course develops your ability to work within a group and, above all, it hones those techniques that allow a chosen few to present themselves confidently to an audience. The course is demanding and academically rigorous, allowing the students to develop skills that have huge benefits to them as individuals in all aspects of their studies and life beyond.

What is GCSE Drama?

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

**Key subject aims**

The Edexcel GCSE in Drama encourages students to:

- develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study;
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas;
- consider and explore the impact of social, historical and cultural influences on drama texts and activities;
- reflect on and evaluate their own work and the work of others;
- develop and demonstrate competence in a range of practical, creative and performance skills;
- develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama;
- actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

**What will I do on the course?**

**Unit One: Drama Exploration [Controlled Coursework: 30%]**

Students will use drama to explore ideas and issues in response to stimulus material. Students will learn that it is through practical engagement that understanding might be enriched. Stimuli, chosen by the teacher, will allow students to deepen their understanding of the central aspects of the chosen theme, topic or issue and come to appreciate how the dramatic medium and strategies can be used to create drama form and communicate meaning.

**Unit Two: Exploring Play Texts [Controlled Coursework: 30%]**

This unit is concerned with the exploration of one complete and substantial play. The purpose is to enable you to develop knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience. You will be assessed on the process of practical exploration by your teacher and will submit a log of documentary evidence. This Unit also requires you to see a variety of different theatre productions, producing a live theatre evaluation of one as a result. We aim to see around 5 theatre performances a year.

**Unit 3: Drama Performance [Examined performance: 40%]**

This is a devised or scripted performance performed to an audience including a visiting examiner. You may offer acting skills or performance support and design skills.
**Geography**

Head of Department: Mr M. D. Butcher

**Examination Board:** Cambridge IGCSE

Boys studying Geography for GCSE will follow the Cambridge iGCSE Specification. This specification highlights the critical importance of Geography in understanding the world and for stimulating an interest in places, whilst providing a very solid foundation for the study of Geography at AS and A Level.

The content focuses on current issues, such as climate change, globalisation, economic progress, urban regeneration and management of world resources, whilst also providing an insight into the processes that shape our planet.

A main focus of the course is an understanding of physical and human processes and factors that produce diverse and dynamic landscapes as they change over time, often due to the work of man. This includes the interdependence of physical environments and the interaction between people and the environment, as well as an understanding of the need for sustainable management of both physical and human environments.

Pupils will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economies.

Pupils will use varied resources, including maps and visual media, as well as complex technologies such as GIS (Geographical Information Systems) and remote sensing, to obtain, present and analyse information. They will have the opportunity to develop communication skills, graphical and cartographical skills, technological skills, including ICT and Geographical Information Systems. In addition, boys will have the opportunity to participate in the running of the School Weather Station.

Students will develop essential skills such as literacy, graphicaacy and numeracy, problem solving, decision making, synthesising ideas, identifying issues and communicating findings through the undertaking of a fieldwork investigation, allowing them to develop their independent learning skills and also how to work as part of a team.
It is a linear course and there is no controlled assessment, but students will be involved in fieldwork, the collection of primary data and report writing based on first-hand data collection.

There are three curriculum themes which contain a number of topics:

**Theme 1: Population and Settlement:**
- Population dynamics;
- Urban settlements.

**Theme 2: The Natural Environment:**
- Earthquakes and volcanoes;
- Rivers;
- Coasts;
- Weather, climate and natural vegetation.

**Theme 3: Economic development:**
- Development;
- Food production;
- Industry;
- Tourism;
- Energy, water and environmental risks of development.

The assessment is through three written examinations taken at the conclusion of the course in Year 11:

**Paper 1 - Geographical Themes:** The paper tests the students’ knowledge of the elements contained within the three themes studied. Candidates answer three questions in total. Each question is worth 25 marks and one must be selected from each of the three themes. Questions are structured with gradients of difficulty and are resource-based, involving problem solving and free response writing. The total for the paper is 75 marks (weighted to 100). The paper accounts for 45% of the total marks and is 1 hour 45 minutes in duration.

**Paper 2 – Geographical Skills:** The paper tests the candidates’ skills of application, interpretation and analysis of geographical information. The first section assesses cartographic skills, through interpretation of a 1:50000 or 1:25000 topographical map of a tropical area such as Mauritius or the Caribbean. The second section comprises of five short 8 mark questions which assess candidates’ ability to complete and interpret data response material in graphical, diagrammatic, photographic and written form. Questions do not require specific information of place. The total for the paper is 60 marks. The paper accounts for 27.5% of the total marks and is 1 hour 30 minutes in duration.

**Paper 4 - Alternative to coursework:** Candidates answer two compulsory questions, completing a series of written tasks based on the three themes. The questions involve an appreciation of a range of techniques used in fieldwork studies. Questions test the methodology of questionnaires, observation, counts, measurement techniques, and may involve developing hypotheses appropriate to specific topics. The processing, presentation and analysis of data will be tested. To prepare the boys thoroughly for this paper, we conduct a fieldwork
day and series of practical tasks that will provide them with a secure grasp of the route to geographical enquiry. The total for the paper is 60 marks. The paper accounts for 27.5% of the total marks and is 1 hour 30 minutes in duration.

A more detailed outline of the specification can be found on the Cambridge International Examinations website: Cambridge International Examinations: Geography

The interdisciplinary nature of the subject and the range of topics studied in iGCSE Geography ensure that there are strong cross curricular links with other subjects’ areas, especially the sciences. As a key facilitating subject, Geography is almost unique in the range of key transferrable skills that students gain from studying it. This all helps to ensure that Geography students are extremely well-prepared for a variety of careers, ranging from medicine to law, accountancy, business and engineering. Furthermore, we hope that through studying the subject, students will be inspired to become global citizens by evaluating their place in the world and exploring their own values and responsibilities to other people and to the environment.

In addition, this new specification will link well with our new AS and A Level AQA courses which are proving very successful.

Over the years, Geography has achieved consistently excellent results, with candidates regularly achieving 30% A* grades and between 75 and 80% A* and A grades. We fully expect to maintain and improve on this success.

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**History**

Head of Department: Mr C. Blackman

**Exam Board:** OCR Modern History B

The GCSE History syllabus deals with the world-changing events of the twentieth-century. This gives boys the opportunity to gain an insight into the events which have helped to form the world in which we live. The boys sit two exams in the June of Year 11 and also submit a Controlled Assessment essay on Weimar and Nazi Germany.

In addition to teaching about the past, GCSE History now deals with the acquiring of historical skills and the handling of information and its use. It is no longer simply the learning of large amounts of factual information and its regurgitation. Candidates are taught to analyse a great variety of historical evidence both visual and written, in order to make reasoned judgements and answer a range of questions presented to them.

To dispel the myth that GCSE History is a constant stream of long essays, I would like to reassure you that in the two exams there are a variety of question styles. Boys build up marks
through a series of short written answers, and the longest response would be far less than an A4 page of writing. The key to success at GCSE History is deploying knowledge efficiently and succinctly, not having to write page after page of detail. Our GCSE results have been consistently strong. Mr Blackman has marked for the OCR exam board for 10 years and is now involved in the process of setting the mark schemes for the exams and Miss Jenkins has also marked for OCR for the past three years. Thus we have a wealth of experience in knowing precisely what the exam board are looking for.

Practically, the study of History develops skills which can be used in many other contexts. GCSE History students develop the ability to read quickly and effectively, think deeply about a subject, develop cogent arguments and communicate clearly. Historians are well-prepared for employment, with particularly good writing skills, that transfer easily into a variety of career paths. A GCSE in History opens the door to a range of jobs in the media, business, politics and law.

Russia 1905-41 and the Cold War
The boys commence Year 10 with a study **Russia 1905-1941**. In this section of the course the boys look at the intriguing relationship between the sleazy and notorious Rasputin and Tsar Nicholas II, and the reasons behind the **Russian Revolution of 1917**, arguably the most important event of the twentieth-century.

We then study the early stages of communist government and look at the premature death of Lenin, and how through underhand methods, Stalin managed to leapfrog the arch-favourite Trotsky, and grab power. The boys learn how Stalin’s period of rule from the late 1920s to 1953 was a contrast of brutal repression and impressive industrial growth.

Stalin transformed a backward peasant nation into one of the worlds’ two superpowers by 1945, and soon the Soviet Union were able to put the first man into space. Stalin was bloody enough to assassinate a good friend as he was a rival for power, and eliminate those who carried out the assassination to get rid of the evidence. Yet, Russians openly wept when he died in 1953.

In the Spring Term of Year 10 boys study elements of the Cold War. Firstly, the outbreak of tensions between the USA and the USSR 1945-49 including how, arguably, atomic weapons were dropped on Japan, not to defeat a foe, but as part of the new power struggle between the USA and the USSR. Secondly, the **Cuban Missile Crisis**, where JFK and Nikita Kruschev went head to head in the crisis that brought the world close to nuclear catastrophe. Finally, the **Vietnam War**, where we concentrate on the reasons for American involvement and how the guerrilla tactics of the Viet Cong managed to defeat the world’s leading military power. This unit is assessed with a 2 hour exam in the June of Year 11 and accounts for 45% of the GCSE.

At the start of Year 11 boys complete the **Controlled Assessment** where boys are given the opportunity to complete an extended essay on **Weimar and Nazi Germany 1918-45**. Controlled Assessment makes up 25% of the GCSE marks. It is written entirely in class time and consists of an evaluative essay. For ten weeks the boys are taught about Weimar and Nazi Germany. Essay technique is also comprehensively covered in these ten weeks. After the taught element of the Controlled Assessment the boys are given a specific essay title relating to the period and have 8 hours to plan and write this in lesson time. Past results for the Controlled
Assessment have been outstanding, for example, of 78 boys in the last GCSE cohort, 64 were awarded an A*/A grade, with 48/78 an A*. Mr Blackman has been an OCR Controlled Assessment examiner and thus we are well aware of the essay skills needed to secure top grades.

**Britain 1900-18**

After the completion of the Controlled Assessment boys move on to study the iconic events of British history at the turn of the twentieth-century.

We will look at the violent campaign of the Suffragettes and will assess whether those prepared to bomb the house of the Prime Minister, or die under the King’s horse at the Derby, were solely responsible for women gaining the vote in 1918. We also look at how the First World War became the first **Total War** from 1914-18. We learn how men would be imprisoned for refusing to fight, towns such as Loughborough were bombed by German zeppelins, and the government propaganda machine went into overdrive. This unit is assessed with a 90 minute exam in the June of Year 11 and accounts for 30% of the GCSE.

The OCR Modern World B GCSE is examined by:

1. **Paper One**: Cold War and Russia 1905-41. This accounts for 45% of the GCSE and the exam lasts 120 minutes.
2. **Paper Two**: British Depth Study 1900-18. This accounts for 30% of the GCSE and the exam lasts 90 minutes.
3. **Controlled Assessment** – 25% of the GCSE.

If you have any questions regarding the course please contact Mr. Blackman or any other member of the History Department.

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**Modern Languages**

**French, German & Spanish**

Head of Department: Mr. M. M. Jackson

Exam Board: AQA

In all languages on the GCSE course, four skills are tested: Speaking, Writing, Listening Comprehension, and Reading Comprehension. Speaking and Writing are worth 30% each, Reading and Listening 20%. Since 2009 we have been using the AQA board for all three languages.

All the skills are tested at two levels, the Foundation and Higher Tier. It is usual for all our candidates to be entered for the Higher Tier only. Entry for the Foundation Tier in one or both of the comprehension skills will only be considered after the January ‘mock’ examinations.
Oral skills form 30% of the examination. This change of emphasis is reflected in the style of teaching. It is important that every pupil should be prepared to take an active part in the oral work which, these days, shows a greater relevance to the modern world. Pupils will learn how to act out conversations based on the main topics of the syllabus, such as School, Holidays, Hobbies, Home and Work. Oral participation and practice in class are essential for success. A number of Speaking Assessments will be carried out throughout the course, and boys will be given help and advice on how to tackle the questions, which they even see in advance.

The Writing examinations will be replaced by “modular assessments”, also weighted at 30% – boys will produce a piece of work under test conditions after the teaching of each topic, and two pieces of work per skill will be selected by the teacher for submission to the Board. Boys will receive plenty of advice on how to prepare for these modular tests.

The Writing tasks will be given to the boys up to two weeks before the controlled assessments, which will take place in the classroom under exam conditions. The preparation period will allow a period of normal teaching of the Topic. Boys will be expected to use the time to prepare carefully at home and in class.

This format of teaching, learning, preparing and testing of each topic will make the Modern Languages GCSE exam more accessible to all boys who are prepared to apply themselves conscientiously to the material presented to them by their teachers. Assessments on smaller amounts of material will make it easier for boys to achieve high grades.

We seek to retain the rigours of a traditional approach, by insisting on accurate knowledge of vocabulary and grammar, as this is the only way that top grades can be attained. Throughout the course, it is recommended that 5-10 minutes be spent each night on vocabulary learning. There will be frequent internal assessments to check on and record progress. Both achievement and attitude are monitored by the Department throughout the course, as in the lower school.

After Year 9 the majority of boys tend to continue with French, having built up a 3-year bank of knowledge. However, in some cases boys choose to study German and/or Spanish instead or in addition to French.

The Department is keen to encourage more boys to opt for more than one language at GCSE, and hope that the experience of starting a second language in Year 8 will give boys the confidence to continue with both. A small number of boys may even take three languages in Years 10 and 11.

Choices and options should be discussed in full with relevant teachers and the Head of Department.

Music
Head of Department: Dr. P. J. Underwood

Exam Board: CIE 0410

The Music School follows the GCSE specification of the University of Cambridge International Examinations awarding body, which provides a structured general musical education and also includes rigorous preparation for those who may wish to continue with the subject in the sixth form or at higher performance levels.

We are happy to educate enthusiastic pupils who have a real interest in the subject, and the general advice we give to pupils considering IGCSE Music as a subject option is:

**DO** choose Music at IGCSE if:

- You enjoy performing music and will be able to play/sing music of Grade IV standard or above on one or more instruments by halfway through Year 11
- You enjoy listening to music and discovering how a piece of music “works”
- You are able to devote time to broaden your musical experience by listening to a wide range of styles in your own time
- You are interested in creating your own pieces of music
- You are prepared to work hard and devote the amount of time and effort necessary to achieve a high grade

**DON’T** choose Music at IGCSE if:

- You cannot play an instrument (or sing) to at least Grade III standard
- You are not prepared to spend time practising and improving your performance technique at home
- You are not prepared to spend time listening to a wide range of music at home
- You are not interested in composing your own pieces of music
- You see the subject as a “soft option” that will not take up much of your time or demand much effort from you

**GCSE course outline**

The GCSE Music course aims to develop appreciation and enjoyment of music through active involvement in the three areas of Listening, Performing and Composing, and to provide pupils with subject knowledge, skills and understanding as a basis for further study or leisure, or both.

Pupils offer performances (recorded in March of Year 11) in both solo and ensemble areas (a solo may or may not be accompanied), and also submit two compositions written over the two-year course.

There is also a written examination at the end of the IGCSE course based on a CD of recorded extracts provided by the exam board. Parts of the paper cover both Western and World Music traditions, and there is also a section based on a prepared “Classical” work, which is studied along with a printed musical score.

**Course structure**
All pupils offer **three** components for the IGCSE award:

<table>
<thead>
<tr>
<th>Performing</th>
<th>Solo Performance</th>
<th>15%</th>
<th>25 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensemble Performance</td>
<td>15%</td>
<td>25 marks</td>
<td></td>
</tr>
<tr>
<td>Composing</td>
<td>Composition 1</td>
<td>15%</td>
<td>25 marks</td>
</tr>
<tr>
<td></td>
<td>Composition 2</td>
<td>15%</td>
<td>25 marks</td>
</tr>
<tr>
<td>Listening</td>
<td>Written paper</td>
<td>40%</td>
<td>100 marks</td>
</tr>
</tbody>
</table>

**Coursework**

Coursework comprises 40% of the GCSE Music course and covers the basic activities of performing and composing and appraising.

Most performances will be recorded in lesson time or at concerts and rehearsals.

Composing will be undertaken during lesson time (with some writing under direct teacher supervision), but work can also be done at home using either traditional pencil and manuscript paper methods or computer software.

It is expected that pupils studying for a GCSE qualification in Music will make full use of the Music School’s facilities to develop their composing skills and to rehearse and perform their prepared pieces and their own compositions using acoustic instruments. This activity is encouraged strongly by the music staff in order to enable pupils to appreciate the transition from music as a notated score to “live” sound in performance.

**Religious Studies**

Head of Department: Rev. DR Owen

Exam Board: Edexcel 2RS01

GCSE in Religious Studies (Edexcel): Religion and Life (Year 10) (5RS01) and Religion and Society (5RS08) (Year 11)

Religious Studies is not about making a person ‘religious’, it is about enabling one to think for oneself about philosophical, religious and moral issues. It is about people, their lives and the issues they will face when they leave school and go into the multi-ethnic, multi-faith society which is the UK.

Religious Studies involves learning about philosophical issues, people’s beliefs, the nature of the society we live in and the ‘big questions’ in life which generate debate. It enables one to gain an understanding of what causes prejudice, hatred and violence in our world. It affords students the opportunity to explore philosophical, religious and moral beliefs in a safe and questioning environment.
GCSE Religious Studies follows on from what you have done in Religious and Philosophy in Years 07-09. You will be expected to have learned some skills in:

• thinking for yourself;
• understanding why different people have different attitudes to philosophical, religious and moral problems;
• explaining your own opinions about philosophical, religious and moral issues.

The Edexcel course involves a study of the different ways in which Christians, Hindus, Muslims, Sikhs and non-religious people make moral decisions. (You need to study Christianity and then choose ONE and no more than TWO other religions).

Course content:

Philosophy of Religion: faith in practice, why some people believe in God and some people don’t, why some people believe in life after death and some people don’t;

Political Philosophy: different attitudes to human rights, war, women’s rights, ethnic rights, equality, environmental problems;

Philosophy of Law: crime and punishment, bullying, religious conflicts, the work of the UN for world peace;

Medical Ethics: genetic engineering, transplant surgery, infertility treatments, and problems of drugs and alcohol, different attitudes towards issues such as abortion, euthanasia;

General Ethics: sex, marriage, divorce, homosexuality, contraception and family life.

Final examination

Your final grade will be based entirely upon examinations taken in the Summer of Year 11.

Full Value

Universities all accept Religious Studies as a supporting subject of full academic value, welcoming the evidence that an applicant is able to approach issues in a clear and open minded manner, analyse conflicting arguments, understand deeply held moral and religious convictions and express their own personal conclusions in a thoughtful and lucid manner. Prospective employers appreciate the emphasis on critical thinking, especially in careers which require an understanding of others and the ability to relate to people of different backgrounds.

Diverse ambitions

At LGS in recent years the subject has been enjoyed by boys with ambitions as diverse as medicine (because of the emphasis on ethics), the armed forces, law (because of the need to think critically), journalism, teaching, journalism and the natural sciences, as well as those hoping to pursue the subject at A-Level, or on to university in the form of Philosophy, Theology, Religious Studies and Politics, Philosophy and Economics.
The aim of physics is to understand how nature works. Developing this understanding begins with careful observation and experimentation, followed by tentative hypotheses and eventually formal theories to explain the phenomena. Predictions made by these theories are in turn tested against new experiments leading to refinements in theory.

Historically, the first successful theory of universal scope was Newtonian mechanics, which explained how forces cause objects to change their motion. Later physicists developed equally successful theories of electromagnetism, light (optics), and heat (thermodynamics). The aim of the iGCSE course is to introduce students to these universal theories and to develop an understanding of how engineers have used them to build the structures and machines that have revolutionised our lives.

The substantive content of this new course covers much of, but is not restricted by, the traditional GCSE Programme of Study. This new specification thus contains a broader range of physics topics that are designed to engage and stimulate students’ interest in physics, whilst providing the knowledge and understanding required for progression to A Level. The specification emphasises scientific knowledge, the application of science and the scientific process. In addition, there is less focus on some of the aspects of How Science Works that are covered currently in GCSE Physics (for example, there is less sociological, economic and environmental content). This gives more time for a greater in-depth study of scientific knowledge and for development of the skills of scientific enquiry essential to this subject.

In the iGCSE course there will be no module exams, thus ensuring the maximum amount of time for teaching physics and greater scope for practical work, without frequent interruptions for examinations. At the end of Year 11, there will be two 90-minute examinations, each contributing 50% towards the final mark.

The iGCSE course is a well recognised and respected qualification that is fast becoming the normal route to A Level courses in academically-selective schools such as LGS. There is further information regarding this qualification available on the AQA website at web.aqa.org.uk/qual/igcse/science.

GCSE Physics is a highly regarded qualification which is designed to develop analytical and investigative skills. It is an essential foundation for any pupil wishing to study the subject to AS or A level and is vital for those considering a career in the physical sciences or engineering. The subject offers a crucial insight into how the universe works and even how it came into being.
Games

Director of Sport and P.E.: Mr. M. S. E. Broadley
Head of Games: Mr. C. V. Collington

Games in the "Middle School" continues with the main objectives undertaken in the previous three years of acquiring a range of physical skills and experiences related to games and sport, and to develop knowledge and understanding of human performance through participation in a range of physical activities.

The general aim of the Games syllabus is to attempt to develop the qualities of:-

- Self-confidence
- Co-operation
- Health
- Co-ordination
- Alertness
- Respect
- Determination
- Agility
- Enjoyment
- Strength
- Potential

In order to attempt to achieve these aims, we organise a comprehensive timetable of Games, including a treble period of Games each week.

(A) The Games afternoons are organised around the School’s main sports of rugby, hockey, cross-country, cricket, athletics and tennis. For boys not involved in these there are other options.

(B) There is a wide range of extra-curricular activities offered at lunchtimes and evenings, such as badminton, swimming, squash, fencing, weight training, golf, canoeing, cricket nets, etc. - organised by qualified L.G.S. staff or outside coaches.

Personal, Social and Health Education

Head of Department: Mr. P. Smith

All boys in the Middle School take part in a course of Personal, Social and Health Education which has four main aims:-

1. To prepare pupils for the experiences and responsibilities of adult life.

2. To enable pupils to make informed choices in matters of personal and social relationships.

3. To develop the skills of receptiveness, sensitivity and self-awareness in making these choices.
4. To make pupils aware of resources among the general community, staff, fellow-pupils and within themselves to assist them.

The boys are involved in a series of exercises both as a group and as individuals covering such issues as Friendship, Decisions about Alcohol, Money Management, Careers and Sexual Relationships. Citizenship studies include Racism, Rich World/Poor World and News and Censorship. The intention is not only to provide information relevant to decision making, e.g. units of alcohol, interest rates on bank loans, but also to develop an awareness of the range of options relevant to each decision and to develop skills of assertiveness in order to enable pupils to make decisions in the context of pressures from peer group, media, etc.

EXTRA CURRICULAR ACTIVITIES

Extracurricular activities are an integral part of the educational experience provided by the school. The wide range of activities on offer aims to develop intellectual curiosity beyond the confines of the academic syllabus, to stimulate creativity and cultural awareness and to provide a physical challenge. Pupils should aim to take part in at least one physical and one cultural activity per term. Both the balance and the level of activity are important in developing a good record of extracurricular involvement. This will become increasingly important as evidence of all-round development becomes needed in leaving references and university application forms.

From Year 10 upwards, Thursday afternoons are a specific slot in which boys can experience extra-curricular activities. With the exception of those boys wishing to take an extra GCSE (in Latin, Music and Computing), all boys in Year 10 enrol into CCF – which is a two-year commitment. There may be a few boys who wish to drop CCF at the end of Y10 to do VSU, Stage Crew or other activities – and this will be discussed with them at the end of the summer term.

THE COMBINED CADET FORCE - CCF

Commanding Officer: Wing Commander P S Sergeant RAFVR(T)

The Combined Cadet Force is a Ministry of Defence-sponsored youth organisation whose aim is for pupils to develop powers of leadership by means of training to promote the qualities of responsibility, self reliance, resourcefulness, endurance and perseverance.

The School first formed a uniformed Cadet Corps in May 1915 which became a Cadet Battalion attached to the Leicestershire Regiment. During the Second World War the school embraced the newly-formed Air Training Corps, forming 609 Squadron in April 1941, but in July 1957 this was “replaced by a more comprehensive and attractive Combined Cadet Force” comprising
Army and Air Force cadets: a Royal Naval Section was added in 1976. With an annual strength of some 250 cadets it continues to flourish and it is very gratifying to note that enrolment demand exceeds the number of places available in some sections.

Year 9 boys wishing to become cadets will choose to join in their first term in Year 10 one of the three Sections listed above. All new cadets will be shown how to wear uniform correctly and be taught sufficient drill skills to enable them appear with confidence in public as members of the Contingent on Remembrance Sunday in November and Review Day in early May, not to mention on other formal occasions throughout the year. In addition to these basic skills they will be instructed how to use the Cadet Rifle safely and how to navigate with map and compass.

Each section naturally has its own service flavour: the Royal Naval Section, for instance, is the keenest on sailing and powerboat training, but is delighted to include other cadets in its training; the Army Section training places great emphasis on self-reliance, field-craft and teamwork whilst the safe handling of weapons and a high standard of target shooting are also areas where it prides itself on its excellence. Naturally enough the RAF Section is determined to get its cadets off the ground in aircraft of any description, whether gliders, piston-engine transport aeroplanes or even training jets, and some cadets earn their ‘solo’ flying wings on gliders and on light aircraft. The most prestigious flying training available to cadets, awarded by The Air League Educational Trust, is a Flying Scholarship, a major step towards obtaining a National Private Pilot's Licence: Ben Murphy, a former member of the Section, earned his NPPL at the age of 17, joined the RAF after university and completed his RAF Career as Leader of the RAF Aerobatic Team, the Red Arrows.

A cadet who stays in the CCF for at least two years will find that the choice of activities is limited only by his imagination and determination: field engineering, sailing, canoeing, hill-walking, rock climbing, photography, computing, building and flying model aircraft are just a few of the many activities engaged in. There are also various camps each year, sometimes at military bases overseas, all offering different and exciting experiences. In addition, a very attractive series of training courses is offered by the Ministry of Defence for cadets to participate in: Outward Bound, Catering, Mechanical or Field Engineering, Power Boat Handling, Parachuting, Signals, Port Operation, PT Leaders and other leadership courses have all been attended by cadets from this CCF. To complete the variety of choice, the Ministry of Defence fully supports the aims and activities of the Duke of Edinburgh's Award Scheme and many cadets wear one of the three grades of achievement badge as a result of encouragement and opportunities offered by the CCF. A number of cadets incorporate their CCF training into the BTEC Diploma in Public Services, a vocational award scheme run by the Cadet Vocational Qualifications Organisation.

The Ministry of Defence’s financial contribution in cash and kind runs to several thousands of pounds annually to enable the Contingent to offer a wide range of activities to its cadets. Some costs are not covered, however (for instance, the service requirement for a contribution towards rations and transport) so these are taken care of via an initial joining fee of £100.00 and further annual subscriptions of £35.00 while a cadet remains a member of the Contingent. The cost of going to a camp is calculated at about £12.50 per day and, although every other item of uniform is issued free of charge by MOD, cadets normally buy their own boots as these are very personal items. Other expenditure requirements are rare and no boy should miss the opportunity to join because of financial difficulty, nor should he feel that other interests – or...
even academic requirements – automatically exclude him. The Contingent Commander, Wing Commander Sergeant, will be glad to discuss any difficulties before and during a cadet’s career.

The Ministry of Defence recently carried out a detailed and very critical survey to establish whether the expense of offering cadet training at most of the country’s leading schools was justified. The conclusion reached was wholeheartedly supportive of the value to the nation of the aims of the Cadet Movement, leading to the current project to introduce CCFs into many more schools.

* The Loughburian July 1957

* The Loughburian July 1957

THE DUKE OF EDINBURGH AWARD SCHEME

Award Officer: Mr P T Moffett

Since 1979 the School has been an Independent Operating Authority of The Duke of Edinburgh’s Award. Nearly 200 boys take part in the Award, including some who have left school but continue to work for their Gold Awards. Up to the end of 2007 boys had gained more than 1,500 Awards, including 250 Golds.

Boys join at Bronze level towards the end of Year 9 and can start on their activities at the beginning of Year 10. Most complete their Bronze Award within twelve months and many then carry on to Silver and Gold. It is important to note that the Award is not a time-tabled activity: everything has to be done in the participants’ own time.

A meeting to introduce the Award to all Year 9 boys is held at the start of the Summer Term. An outline of the scheme, an introductory letter and joining forms will be available then. Boys requiring further information can obtain it from Mr Moffett, the School’s Award Officer.

VOLUNTARY SERVICE UNIT

Year 11 have the option of joining the Voluntary Service Unit, or VSU for short, on a Thursday afternoon. This involves working in pairs on an assignment in a charity shop in Loughborough Town Centre, or visiting a local residential home in small groups, or possibly even visiting an elderly person in their home.

The VSU has a long standing tradition of hosting a variety of events over the academic year. These include the Christmas food appeal, where boys help to collect donations, fill the hampers and then deliver them to elderly members of the local community; raising funds via the Easter egg raffle and ending with playing host at the Summer Outing to a local place of interest.
There is a great sense of involvement and participation in the VSU and the rewards are limitless. Everyone involved enjoys being part of a worthwhile team that benefits the local community and provides individuals with a real sense of purpose. Pupils have the opportunity to register on the V50 award scheme, where the number of hours of voluntary work are logged and is nationally accredited. This is particularly useful for those who are considering a possible future career in medicine or working in the service industry.

**STAGE CREW**

The Stage Crew meets on Thursday afternoons. This is a group of pupils from Years 11 and 12 who manage and run the Drama Studio. It’s their job to dismantle or build the stage, build set and run the many drama events that go on in the Studio. Under the guidance of Mr. Viccars, a qualified theatre designer and technician, you will take a director’s idea for a set, build a model for it, build the real set from the model, use different techniques for paint finishes and learn how to make props. You will also run the backstage areas while a performance is running, learning how to properly cue the performance through the intercom system.

The number of places on Stage Crew is extremely limited. We need responsible pupils for this, as you will often be using power tools, or working at height, and you will have access to the various drama areas in the school, where no other pupils are allowed to go. As an actor, you only see the one production you are in. As Stage Crew, you are involved in all of them. As we say, “Actors come and go; the Stage Crew goes on forever”.

**CAREERS**

Head of Department: Mr. R. Lightfoot

With option choices needing to be made shortly, the Careers Department aims to highlight the importance of giving serious consideration to their subject choices. Whilst recognising that some boys may already have long term career goals and aspirations we would strongly encourage them to make their decisions based upon genuine interest and a realistic assessment of their ability.

During the next two years, the aim is for progressive growth in occupational and self awareness. In order to help accomplish this we offer a diverse programme of support and activities that include the following:

- psychometric profiling in year 10 conducted by ISCO (the Independent Schools Careers Organisation)
- a post profiling interview with a qualified careers professional in year 11
• an ongoing programme of taught careers sessions designed to support independent research

• a biannual careers convention (to which parents are welcome)

• a week of work experience at the end of year 11

• access to a range of careers experience courses in year 12

• additional support for HE applications where needed

• targeted support (in school) for boys interested in careers in the armed services by Service Liaison Officers

• access to a broad range of IT resources and materials that are held on the school computer network

• access to careers materials in the library
Appendix
## GCSE Results 2014

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| Percentage of each grade   | 29.1| 30.9| 23.6| 11.0| 4.1| 0.8| 0.4| 0.1 |        |

~ 37 ~