

**2026
PROSPECTUS**

LITTLEOVER COMMUNITY SCHOOL SIXTH FORM CENTRE

**"An OUTSTANDING
6th Form" - Ofsted,
October 2022**

www.littleover.derby.sch.uk/sixthform





The outstanding success of our Sixth Form over many years has been firmly built on the ethos of putting students first and doing everything we can to enable them to fulfil their potential and achieve their goals. We recognise that a successful Sixth Form is about more than just outstanding examination results which is why we place a great emphasis on developing the individual and offering a wide range of enrichment opportunities. Our purpose built sixth form block provides students with excellent social areas and private study facilities, creating an environment in which students can thrive and achieve their ambitions.

Thank you for considering Littleover Community School Sixth Form. I hope that you find this prospectus both interesting and informative. Please feel free to contact me directly if you would like to discuss any elements of our Sixth Form provision in more detail.

Mr. R. Archer
Head of Sixth Form

Welcome

to Littleover Community School's Sixth Form.

Thank you for taking the time to consider Littleover Community School. Our Sixth Form is recognised as 'Outstanding' and is one of the strongest post-16 education providers in the East Midlands. We are proud of our reputation and value our ethos of placing students and staff at the centre of everything we do through learning, caring and succeeding.

Our expectations of students are high, but you will receive the very best in academic and pastoral support during your time within the Littleover community. We value each student and take pride in our vibrant community; here staff and students work together in both academic and enrichment capacities to enable our students to thrive.

The school's most recent Ofsted report remarked upon the way our teachers "support students to become independent learners," and the way our students, "discuss their learning enthusiastically." In addition to academic success, we will prepare you for your next steps after Sixth Form, equipping you with the knowledge and skills that you need to successfully transition to an apprenticeship, employment or university.

At Littleover, our students develop into well-rounded and confident young people with a life-long passion for learning. Our warm and purposeful atmosphere stems from the excellent working relationships that exist between staff and students, so please enjoy the information provided within the prospectus as it will provide you with a greater sense of life as a Sixth Form Student at Littleover.

We look forward to receiving your application.

Mrs Laura Johnson
Headteacher

'Students in the 6th Form experience a welcoming and respectful environment.'

Ofsted, October 2022

'Students value the support their teachers provide and the sense of community they share with their peers.'

Ofsted, October 2022

'Students leave the 6th Form with the knowledge and skills they need to thrive.'

Ofsted, October 2022

'Students work purposefully and discuss their learning enthusiastically, making good use of independent study time.'

Ofsted, October 2022

Your Entitlement

- A full Induction programme designed to help you make a successful transition from GCSE to A level study.
- Guidance and support to help you settle in and to encourage you to achieve your full potential.
- Daily contact with a personal tutor and individual appointments to discuss and review progress.
- Target setting, with regular review and feedback on your progress.
- Termly contact with home through consultation evenings and progress reports.
- Expert advice on Higher Education, employment and training applications.
- Careers tutorials from Sixth Form and Careers Service staff.
- Guidance and support from the Head and Deputy Head of Sixth Form and other senior staff on A level results day.
- Access to the Post-16 Bursary for all students who qualify (see website for further details).

Enrichment

We pride ourselves not only on our high academic standards but also on the wide range of extra-curricular options that we offer to our students. All students complete a minimum of 30 hours of timetabled enrichment activities in Year 12. The options available to students include the Duke of Edinburgh Gold Award, Sign Language, climbing, golf, student kitchen, work experience, debating, critical thinking, in-class support, The National Citizen Service and our overseas expedition. In addition to these timetabled enrichment options there are also plenty of opportunities for students to take part in voluntary extra-curricular activities such as Lessons from Auschwitz, Engineering Education Scheme, mentoring younger students, helping out at school events, performing in school shows (Drama and Music) and playing in the Sixth Form netball or football teams. These experiences are invaluable in both developing well rounded individuals who are ready for life after the Sixth Form and also in ensuring that students can make competitive applications, whatever their post-18 options may be.

LCS Sixth Form has a proud record of running overseas expeditions to broaden the experiences of students, and support charities and communities that are less fortunate than ourselves. Historically we have run expeditions with World Challenge to Morocco and Ghana, and in more recent years we have also organised our own expeditions to Uganda with the charity Child Africa. The changing geo-political climate has meant that we have made the decision not to continue our Uganda expedition but we have now put in place an alternative overseas expedition to Sri Lanka, working with Travelteer. This expedition ran for the first time in July 2025 and we expect to return to Sri Lanka year on year. This expedition will allow students to explore a different country and culture while also completing project work to benefit the local community or local charities. Although a significant commitment is required from the students who secure a place on this expedition, both in terms of time and fundraising, the students who have already been on expeditions with us have certainly felt it was well worth it, with many describing it as a genuinely life-changing experience.



New Sixth Form Block



Ensuring Success

Littleover Community School Sixth Form is large enough to offer a wide selection of subjects at A level and an extensive range of opportunities and activities. However, it is small enough for every student to be recognised as an individual who matters and who is valued. We pride ourselves on knowing students as individuals; this enables us to offer the best possible advice and guidance.

We have a very experienced Sixth Form team consisting of a Head of Sixth Form, Deputy Head of Sixth Form, Senior Sixth Form Tutor, a specialist Sixth Form Administrator, a dedicated 6th Form Teaching Assistant and dedicated Sixth Form Tutors. Students have daily contact with their tutors and also have regular one to one meetings with them to discuss their progress, career plans etc. We have a well developed system for tracking and monitoring student progress and we also believe strongly in keeping parents informed in order to maximize the chances of success for each individual. The vast majority of our students go on to study at university; we have an established and highly successful system in place to support them through the application process and our close links with local universities including Derby, Nottingham, Nottingham Trent and Leicester benefit all of our students. We also have particular expertise and experience in assisting students who wish to apply to Oxford or Cambridge or to more competitive courses such as Medicine. However, we also appreciate that some students may wish to follow different post-18 pathways such as apprenticeships, employment and gap years, and we support them in developing their plans. Our strong academic ethos and standards help to ensure that students achieve their full potential in their chosen areas of study but we fully understand that preparing students for Higher Education and employment involves much more than this. To that end we provide all our students with the opportunity to widen their experiences and learn new skills. We seek every opportunity to celebrate and reward the achievements of our students.

Facilities

The Sixth Form at Littleover is based in a purpose-built block that opened in September 2013. This consists of two fully equipped study rooms with over 50 computer stations, a reference library and space for a further 50 students to work with books and folders. There are also three large common rooms for sixth form students to use exclusively during breaks and lunchtimes. Facilities in the common rooms include wifi, two large TVs, a hot food servery, table football and soft, comfortable seating for all students.

The sixth form block is open to students from 7:15am until 5:30pm each day. These facilities allow sixth form students significant independence from the rest of the school community while providing them with an environment in which they can thrive both socially and academically.

Our Courses and Entry Criteria

Littleover Community School Sixth Form specialises in academic level 3 courses - we do not offer any alternative/vocational courses. All of our students are expected to select four 'options' from our list of timetabled subjects with at least three of these being full A level courses. The fourth choice can either be an additional A level, the Extended Project Qualification (EPQ) or Independent Study. Students who pick four A levels would be allowed to switch one of these to Independent Study if they find the workload to be too much (we may be able to enter them for AS exams at the end of Year 12 if they would like to gain a qualification in a subject before dropping it). Students who opt for three A Levels and the EPQ would also be allowed to switch the EPQ to Independent Study if they feel the workload is too much, but all students must ensure that they are studying three A Levels as a minimum core curriculum.

Students can have a free choice of subjects from our options list when they apply, and we will then try to arrange our timetable and option blocks to accommodate the maximum number of students' choices - if we are unable to accommodate any students' preferred choices, we will contact them in the Spring Term of Year 11 to let them know and discuss other options. It is important to note that any students wishing to study Further Maths MUST also select Maths as one of their other choices. More details about each of our courses and their entry requirements can be found on the subject pages of this prospectus.

Making the Commitment

At Littleover we are committed to working in partnership with our students. As part of this commitment we always listen to what people say. We have high expectations of our students and they have high expectations of us.

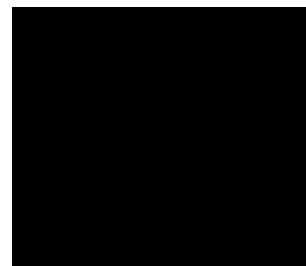
Our Commitment

We make a commitment to provide:

- The highest possible standards of teaching and learning, delivered by well-qualified and dedicated teaching staff.
- A purposeful and positive working environment.
- Individual care, support and guidance by an experienced team of personal tutors and subject staff.
- Extensive enrichment opportunities.
- Continuity and stability in a familiar environment with staff and friends who you know will help you in your progression from GCSE to A level and beyond.
- A welcome for students from all schools.
- An active Student Council where we listen to your views and ideas.

Your Commitment

- Take responsibility for your own learning.
- Achieve excellent attendance and punctuality.
- Be committed to academic study.
- Follow the Sixth Form dress code.
- Meet deadlines.
- Make use of the study facilities when not timetabled for lessons.
- Balance study with leisure time.
- Be role models for younger students and ambassadors for the School and Sixth Form.





Application Process

You are welcome to join us at the Sixth Form Open Evening on Thursday 16th October 2025. The school will be open from 5.45pm to 7.30pm for prospective students and their parents to find out information about the subjects and courses offered.

As well as having the opportunity to visit different subject stalls and the sixth form facilities, there will also be two formal presentations covering issues such as entry requirements, the application process, expectations, ethos and facilities. These identical presentations will begin at 5.45pm and 6.30pm and will last for approximately 25 minutes (you will only need to attend one of these sessions).

October 2025

LCS 6th Form's on-line application forms will be available from Friday 17th October 2025. These can be accessed via the link on the 6th Form section of the school website. If for any reason you are unable to complete an on-line application, please contact the school and we will send you a paper version.

December 2025

Deadline for applications is 4:00pm on Friday 5th December 2025. All applications will be acknowledged after this date.

January-March 2026

All students who meet the minimum entry criteria in full will be invited to a guidance Interview, these interviews will be held during the Spring term. Decisions concerning places will be sent by email in the middle of March.

June-July 2026

6th Form Induction/Transition Days will be held during the week commencing 22nd June 2026.

August 2026

Advice will be available following GCSE results. Enrolment will take place.

September 2026

A level study commences.

"Students make outstanding progress in relation to their starting points... they flourish both academically and personally." Ofsted



Syllabus Content:

The overall endorsement is 'Fine Art'.

According to Einstein, "creativity is intelligence having fun!" The A level Art course is designed to merge and develop skill, creativity and analytical aptitude as we respond to artists, processes and themes. The course is taught by two specialist Art teachers who provide a rich variety of art and design experiences before students specialise in their personally devised investigation. Learning will happen through workshops, tutorials, one to one discussions, group critiques and independent work.

A LEVEL - Completed over two years.

Component 1 - Personal Investigation

Transition Unit - Through the topic of 'Transition' students explore drawing, life drawing, printmaking, sculpture, photography and painting. The first five months consists of a number of guided and directed workshops that provides the foundation to develop necessary skills and understanding. Students will demonstrate the ability to resolve issues and ideas that emerge as an inevitable part of the process of creating art and design work. Students will then be able to develop their own personal response that synthesises their experiences into a final outcome.

Drawing Unit - Students will produce a portfolio of A2 sheets that investigate at least two topics. They will be showcasing both their investigative skills, visual understanding and their technical proficiency in a range of media and techniques.

Personal Investigation -

Prior to the summer holidays students will begin devising their investigation into their personal area of study for Year 13.

Their investigation will draw on their prior experiences into drawing, photography, image manipulation, printmaking, experimentation and their research and analysis of artists and designers. In this way they will establish coherent and sustainable links between their own practical work for this unit with that of historical and contemporary references. In conjunction with their practical work, students are required to develop a written dissertation (1500-3000 words) that supports this investigation.

Component 2 - Externally Set Assignment

Within the second year of the course, students are given a preparatory period to respond to one of eight questions that is set by the Examination Board. Students will receive examination papers in February. This response includes:

- Generating a range of ideas.
- Appropriate research into sources and contexts.
- Primary recording and analysis of sources and contexts.
- Sensitive selection and exploration of media and processes.
- Development of ideas, review and refinement.
- Synthesis of ideas and outcomes which connect with appropriate contexts.

The final outcome(s) is produced within a period of 15 hours in examination conditions.

Qualities Required:

- Students should have a good grade in GCSE Art. Students who have not completed a GCSE in Art will be required to submit a portfolio of work for consideration.
- Students should be creative and enjoy working with a variety of materials and techniques.
- Students should have an understanding of how to manipulate the basic elements in art – colour tone, form, line etc., and the place of art, craft and design in the world – its history and purpose.
- Students should have a genuine interest in creating and understanding art and have the determination to develop that interest.

Future Prospects:

There are many opportunities in a wide range of careers within the Creative Industries which is regarded as the 'fastest growing sector of the UK economy'. This includes:

- Product and Industrial Design.
- Architecture.
- Illustration.
- Film and Media.
- Game / Web Designing / Animation.
- Fashion/ Interior / Jewellery Designing
- Advertising.

Method of Assessment:

A level Course - 2 year course

Unit	Method of Assessment	Exam Month	% of A level Marks
1	Internally set; internally marked; externally moderated.	17 month portfolio development	60%
2	Externally set; internally marked; externally moderated.	Exam period February of second year - June	40%

Biology

Exam Board: AQA

Students taking trilogy GCSE science - grade 7/7 (students with 7/6 may be considered).

Students taking separate sciences at GCSE - grade 7 or above in Biology and at least one other science (students with 6s in other sciences may be considered).

All students - grade 6 or above in GCSE Maths.



Core Content:

- 1 Biological molecules.
- 2 Cells.
- 3 Organisms exchange substances with their environment.
- 4 Genetic information, variation and relationships between organisms.
- 5 Energy transfers in and between organisms.
- 6 Organisms respond to changes in their internal and external environments.
- 7 Genetics, populations, evolution and ecosystems.
- 8 The control of gene expression.

Note

All practical skills are assessed throughout the course via prescribed practical experiments and in the terminal exams.

Assessments:

Paper 1

What's assessed

- Any content from topics 1–4, including relevant practical skills.

Assessed

- Written exam: 2 hours.
- 91 marks.
- 35% of A-level.

Questions

- 76 marks: a mixture of short and long answer questions.
- 15 marks: extended response questions.

Paper 2

What's assessed

- Any content from topics 5–8, including relevant practical skills.

Assessed

- Written exam: 2 hours.
- 91 marks.
- 35% of A-level.

Questions

- 76 marks: a mixture of short and long answer questions.
- 15 marks: comprehension question.

Paper 3

What's assessed

- Any content from topics 1–8, including relevant practical skills.

Assessed

- Written exam: 2 hours.
- 78 marks.
- 30% of A-level.

Questions

- 38 marks: structured questions, including practical techniques.
- 15 marks: critical analysis of given experimental data.
- 25 marks: one essay from a choice of two titles.

Qualities Required:

Students considering this course should:-

- Have an interest in the study of living organisms.
- Enjoy carrying out investigations in the laboratory or as fieldwork.

- Be interested in the developments of 'new' biology topics such as genetic engineering and the impact on society.
- Have a sound grasp of mathematics and chemistry and an understanding that these demands will increase in the A2 year.

Future Prospects:

Over 200 different biological degree courses are offered by universities in the UK. All require a pass at A level Biology for entry. The majority of courses lead directly into areas of employment, such as:-

- Dentistry.
- Medical Biochemistry.
- Medicine.
- Nutrition and Food Sciences.
- Pathology.
- Pharmacology.
- Pharmacy.
- Veterinary Science.

Areas such as Biotechnology, Microbiology, Agriculture and Ecology are becoming increasingly important in society. A level Biology is not restricted to those aiming to study the subject in Higher Education. Students with an interest who do not need a particular A level combination will find the course stimulating and relevant. Practical work develops in student's skills that can be applied to many situations in and outside science.

A level Biology is a compulsory subject for Dentistry and is highly recommended for Medicine.

Business Studies

Exam Board: Edexcel

Entry requirements: 9-6 in GCSE Maths, Economics or Business



Why choose Business?

Business is happening around you and to you whether you study it or not. From recognising an advertising slogan as a child to receiving your first payslip, business is everywhere. News headlines offer continual reminders of how relevant the business world is and every organisation you encounter will operate with business principles, from financial institutions to social media influencers. Studying A level Business will empower you as a worker and citizen to understand how many different issues are interdependent.

Qualities Required:

- A passion for business and current affairs
- A willingness to learn independently as well as participate in group activities
- A sound level of literacy, numeracy and ICT

Assessment:

Three exams are taken in Yr.13

- Paper 1 Themes 1 & 4 100 marks 2hrs 35%
- Paper 2 Themes 2 & 3 100 marks 2hrs 35%
- Paper 3 All themes 100 marks 2hrs 30%

Future Prospects:

Many students continue with business-related courses at university where it is possible to study broadly or specialise, for example in Business and Marketing, International Business etc. Some graduates then continue with a Masters or apply for jobs, some via the many graduate recruitment schemes offered by large companies. Nationally, around half of UK students use A level Business as a stepping stone in to another, unrelated field. A level Business will therefore open doors to many careers. Ironically Richard Branson did not study Business, whereas Cate Blanchett, Eddie Izzard and Mick Jagger did!

Year 12

Theme 1: Marketing and people

Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders.

Theme 2: Managing business activities

Students will develop an understanding of:

- raising finance
- financial planning
- managing finance
- resource management
- external influences.

Year 13 builds upon Year 12

Theme 3: Business decisions and strategy (builds on Theme 2)

Students will develop an understanding of:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change.

Theme 4: Global business (Builds on Theme 1)

Students will develop an understanding of:

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations).

Chemistry

Exam Board: AQA

Students taking trilogy GCSE science - grade 7/7 (students with 7/6 may be considered).

Students taking separate sciences at GCSE - grade 7 or above in Chemistry and at least one other science (students with 6s in other sciences may be considered).

All students - grade 6 or above in GCSE Maths.

Subject Content:

3.1 Physical chemistry

- 3.1.1 Atomic structure.
- 3.1.2 Amount of substance.
- 3.1.3 Bonding.
- 3.1.4 Energetics.
- 3.1.5 Kinetics.
- 3.1.6 Chemical equilibria and Le Chatelier's principle and KC.
- 3.1.7 Oxidation, reduction and redox equations.
- 3.1.8 Thermodynamics (A level only).
- 3.1.9 Rate equations (A level only).
- 3.1.10 Equilibrium constant K_p for homogeneous systems (A level only).
- 3.1.11 Electrode potentials and electrochemical cells (A level only).
- 3.1.12 Acids and bases (A level only).

3.2 Inorganic chemistry

- 3.2.1 Periodicity.
- 3.2.2 Group 2, the alkaline earth metals.
- 3.2.3 Group 7 (17), the halogens.
- 3.2.4 Properties of Period 3 elements and their oxides (A level only).
- 3.2.5 Transition metals (A level only).
- 3.2.6 Reactions of ions in aqueous solution (A level only).

3.3 Organic chemistry

- 3.3.1 Introduction to organic chemistry.
- 3.3.2 Alkanes.
- 3.3.3 Halogenoalkanes.
- 3.3.4 Alkenes.
- 3.3.5 Alcohols.
- 3.3.6 Organic analysis.
- 3.3.7 Optical isomerism (A level only).
- 3.3.8 Aldehydes and ketones (A level only).
- 3.3.9 Carboxylic acids and derivatives (A level only).
- 3.3.10 Aromatic chemistry (A level only).
- 3.3.11 Amines (A level only).
- 3.3.12 Polymers (A level only).
- 3.3.13 Amino acids, proteins and DNA (A level only).
- 3.3.14 Organic synthesis (A level only).
- 3.3.15 Nuclear magnetic resonance spectroscopy (A level only).
- 3.3.16 Chromatography (A level only).

Note

All practical skills are assessed throughout the course via prescribed practical experiments and in the terminal exams.



Assessments:

Paper 1

What's assessed

- Relevant physical chemistry topics.
- Inorganic chemistry.
- Relevant practical skills.

Assessed

- Written exam: 2 hours.
- 105 marks.
- 35% of A-level.

Questions

105 marks of short and long answer questions.

Paper 2

What's assessed

- Relevant physical chemistry topics.
- Organic chemistry.
- Relevant practical skills.

Assessed

- Written exam: 2 hours.
- 105 marks.
- 35% of A-level.

Questions

105 marks of short and long answer questions.

Paper 3

What's assessed

- Any content.
- Any practical skills.

Assessed

- Written exam: 2 hours.
- 90 marks.
- 30% of A-level.

Questions

40 marks of questions on practical techniques and data analysis.

20 marks of questions testing across the specification plus 30 marks of multiple choice questions.

Qualities Required:

- The ability to work as part of a team.
- A high level of interest, commitment and organisation.
- Good mathematical skills.
- Enthusiasm for practicals.
- To work as an individual and apply concepts to problems.

Future Prospects:

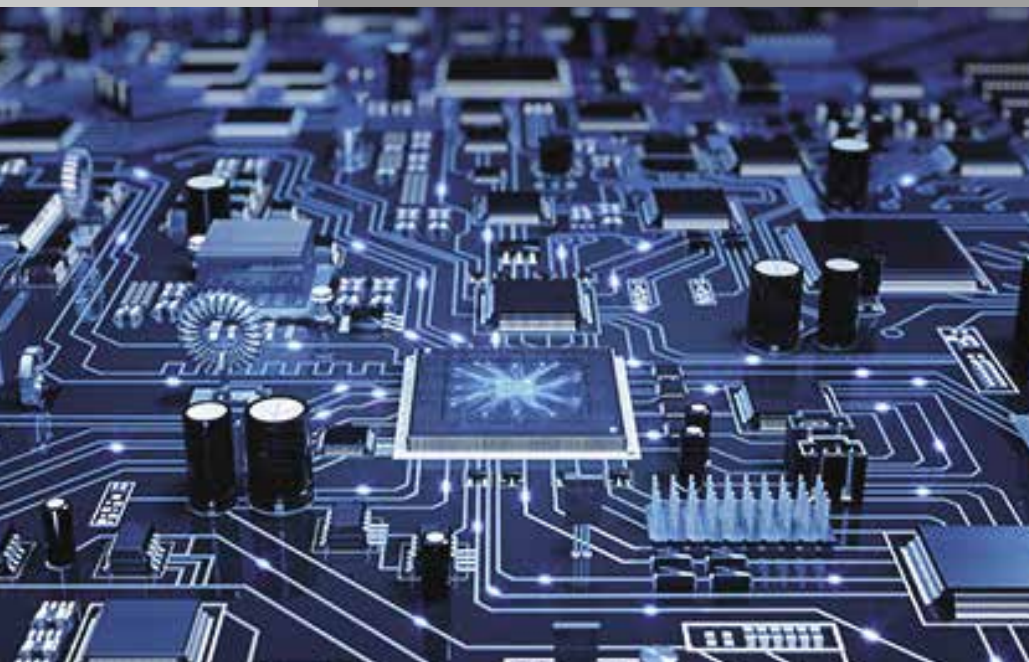
This course will develop good communication, analytical, numeracy, and observation skills and will act as a firm foundation for careers in:-

- Medicine.
- Nursing.
- Dentistry.
- Veterinary Science.
- Forensic Science.
- Pharmacology.
- Physiotherapy/Sports Science.
- Food Technology.
- Technical Marketing/Sales.
- Industrial/Manufacturing Chemistry.
- Chemical Research.
- Teaching.

Computing

Exam Board: AQA

Entry Criteria - GCSE graded 9-6 in Mathematics and 9-6 in Computing



Method of Assessment:

A level

Unit	Method of Assessment	Exam Month	% of A level Marks
Paper 1	On-screen examination (2hr 30mins)	June	40%
Paper 2	Written examination (2hr 30mins)	June	40%
Course work	Extended Project	June	20%

Syllabus Content:

A level

Paper 1:

Fundamentals of:

- Programming.
- Data structures.
- Algorithms.
- Theory of computation.

Paper 2: The Practical Project

Fundamentals of:

- Data representation.
- Computer systems.
- Computer organisation and architecture.
- The consequences of uses of computing.
- Communication and networking.
- Databases.
- Big Data.
- Functional programming.
- Coursework.
- Systematic approach to problem solving the computing practical project.

Qualities Required:

Computing is concerned with problem solving through the creation and use of algorithms. It is more about computation than about computers. In other words, it concentrates on how problems can be solved rather than on the hardware and software which might be used to implement the solution. Algorithms are the mathematical processes which can be used to solve problems. They are used

throughout the modern world in areas like artificial intelligence, automated share trading, simulations, animation and price setting on Amazon. It is important to realise that there are still many problems which at the moment, computers cannot solve and research into these problems is continuous.

Part of the course involves the development of programming skills in the Computer language called Python. Python is a modern, powerful, Open Source programming language which is used to deliver the work on problem solving and algorithms.

Aspects of the course do cover computer hardware and software and the way they enable modern technologies like smart phones, MP3 players, Peer to Peer file sharing, satellite navigation, digital radio, CGI computer graphics, RSS internet feeds, podcasts, blogging etc.

Computing and ICT are very different courses. Both ICT and Computing deal with issues involved in the 'digital' revolution but each course focuses on a different aspect. ICT is primarily concerned with the impact of the new digital technologies on society while Computing explains how they work.

To follow the A level course in:

- A good standard in GCSE Maths.
- A logical approach to problem solving.
- An interest in learning how to program a computer.

- An interest in the components used in modern computer systems.

Future Prospects:

Computing could give you an insight into how computation can be used in the other areas of study in which you are involved. It will also give you an opportunity to understand what a Computer Science degree would involve. There is a worldwide shortage of talented computer scientists and lots of career opportunities.

In this increasingly technological age, a study of Computing, and particularly how computers are used in the solving of a variety of problems, is becoming more and more important.

Following a course in Computing could:

- Help a student appreciate how Computing can be used in other subjects.
- Prepare a student for a degree in Computer Science.
- Help a student to become a computer programmer.
- Provide the knowledge to enable a student to use computers in other careers.

Drama & Theatre Studies

Exam Board: Edexcel

Entry Criteria - GCSE graded 9-6 in Drama (Students with relevant practical experience and strong performance in GCSE English would also be considered)



Each component can be entered as either performer or designer.

Qualities Required:

- A genuine interest in, and enthusiasm for, theatre in all its aspects.
- The willingness to be part of a team and the ability to communicate and share ideas.
- A commitment to the course which includes giving up time for rehearsals and theatre trips when required; this may well involve some evenings and weekends.
- A high degree of self-motivation and a strong desire to succeed.

The syllabus requirements mean that students must see live theatre. This has obvious financial implications which students (and parents) need to be aware of.

Future Prospects:

Not only does this course prepare a foundation for those students wishing to continue their studies in Drama, Theatre or the Performing Arts but also provides excellent preparation for all higher education and the world of work in general.

- It equips individuals with organisational, communication, and management skills.
- Role-play and improvisation are playing an increasingly important part in professional training of all kinds.
- Successful students present as articulate, confident, and thoughtful young people.
- "50% of employers believe teenagers need better communication, teamworking and problem solving abilities...". These are skills students learn in the A level Drama classroom.
- It is also valuable for those considering medicine or law.

CBI/Pertemps Employment Trends Survey 2005.

Method of Assessment

Unit	Method of Assessment	Assessment	% of A level Marks
1	Performance/ Presentation Portfolio	Internally assessed Externally moderated	40%
2	Monologue/ Duologue Group Performance	Externally assessed	20%
3	Written Exam	Externally assessed	40%

Syllabus Content:

Component 1: Devising Coursework - 40% of the qualification - 80 marks.

Content Overview:

- Devise an original performance piece.
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- Centre choice of text and practitioner.
- Performer or designer routes available.

Assessment Overview:

- Internally assessed and externally moderated.
- There are **two parts** to the assessment:
 - 1) A portfolio (60 marks)
 - 2) The devised performance/design presentation (20 marks)

Component 2: Text in Performance Coursework - 20% of the qualification - 60 marks.

Content Overview:

- A group performance/design realisation of one key extract from a performance text.
- A monologue or duologue performance/design realisation from one key extract from a different performance text.

Assessment Overview:

- Externally assessed by a visiting examiner.
- Group performance/design realisation. (36 marks)
- Monologue or duologue/design presentation. (24 marks)

Component 3: Theatre Makers in Practice - Written examination: 2 hours 30 minutes - 40% of the qualification - 80 marks.

Content Overview:

- Live theatre evaluation – choice of performance.
- Practical exploration and study of a **complete performance text**.
- Practical exploration and interpretation of **another performance text**, in light of a chosen **theatre practitioner**.

Assessment Overview:

Section A: Live Theatre Evaluation

- 20 marks.
- Students answer one extended response question from a choice of two.

Section B: Page to Stage: Realising a Performance Text

- 36 marks.
- Students answer two extended response questions based on an unseen extract from the performance text they have studied.
- Students answer from the perspective of a performer and a designer.

Section C: Interpreting a Performance Text

- 24 marks.
- Students will answer one extended response question from a choice of two based on an extract of their chosen performance text.
- Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.

Economics

Exam Board: Edexcel

Entry Criteria - GCSE graded 9-6 in Mathematics, Economics or Business Studies



Syllabus Content:

- **Theme 1: Introduction to markets and market failure**

Candidates will be introduced to microeconomics. They will be expected to understand basic microeconomic models and be able to apply them to real life examples, exploring current economic behaviour.

- **Theme 2: The UK economy – performance and policies**

Students will be introduced to macroeconomics, how the membership of the EU affects UK economic policy, and be able to analyse commonly used economic data in a critical and informed manner.

- **Theme 3: Business behaviour and the labour market**

This builds on the concepts from theme 1 and focuses on business economics, Growth, objectives, finance, market structures, labour market and government intervention.

- **Theme 4: A Global Perspective**

This builds on the concepts from theme 2 focusing on macroeconomic themes applied to a global context, poverty, inequality, role of the state and international economics.

Qualities Required:

- A passion for economics and a strong awareness of current affairs.
- A willingness to participate in teamwork, presentations and group research.
- A high level of literacy, numeracy and a working knowledge of ICT.

Method of Assessment:

A level

Paper	Method of Assessment	Exam Month	% of A level Marks
1	Written examination (2 hours) based on themes 1 and 3	June	35%
2	Written examination (2 hours) based on themes 2 and 4	June	35%
3	Written examination (2 hours) based on all 4 themes	June	30%

Future Prospects:

This qualification should enable students to progress to;

- A straight economics degree with a focus on theory.
- A degree in applied economics, such as environmental economics, labour economics, public sector economics or monetary economics.
- A business and economics degree.
- Mathematical economics degree.
- A specialist journalism or broadcast media opportunity.

Post-university employment rates for economists are among the highest for graduates. They are likely to find employment in finance, banking, insurance, accountancy, management and consultancy. Some become professional economists.

Economics can also be combined with another subject as a joint degree or with other subjects for example politics, philosophy or history as a combined degree.

Exam Board: Pearson Edexcel English Language
Entry Criteria - GCSE graded 9-6 in English Language

Syllabus Content:

Coursework

- A passion for thinking, reading and exploring a wide range of texts.
- Discussion of ideas and writing.
- Creativity and enthusiasm.
- A good general knowledge.
- A genuine interest in English Language, including the way in which meaning is created.
- A genuine interest in reading non-fiction and literature.
- The ability to analyse texts.
- The ability to articulate ideas and opinions clearly.
- The ability to write clear, fluent and focused essays.

Unit	Method of Assessment	Exam Month	% of A level Marks
1	Written examination (2 hours 15 minutes)	June	35%
2	Written examination (1 hour)	June	20%
3	Pre-release assessment (1 hour 45 minutes)	June	25%
4	Coursework (2,500 - 3,000 words)	Submitted by April	20%

English Literature

Exam Board: Pearson Edexcel English Literature
Entry Criteria - GCSE graded 9-6 in English Literature



An A level in English Literature will equip students with an array of different skills and knowledge. During the two years, students will explore a range of texts from different genres and different periods. Students will develop an ability to analyse texts from different perspectives, using contextual factors as well as the views of others to inform their own critical opinions.

For ideas of the types of texts studied on the course, please see the end of the page. It would be of some use to read a range of texts before starting the course. Details on specific reading will be given at the New Year 12 Induction Days.

Paper 1: Drama

This unit explores the dramatic genres of Comedy or Tragedy. Students will study one Shakespeare play from either genre, exploring dramatic devices, themes, conventions and contextual factors, as well as another play of the same genre by a different playwright.

Paper 2: Prose

Students will read and study two prose texts, at least one of which will be pre-1900. These two texts will be linked thematically. Possible themes include: Colonisation and its Aftermath; Science and Society; The Supernatural; and Women and Society.

Paper 3: Poetry

Students will prepare for writing about poems by studying an anthology of poems from 2002-2011. This will allow

students to respond to and enjoy works by Patience Agbabi, Seamus Heaney, Simon Armitage and Daljit Nagra, amongst others. This will develop their understanding of poetic form, content and meaning, as well as the ability to make links across texts. Students will also develop their understanding of poetic style by studying either a selection of poetry from a single named poet, or a selection of poetry from a literary period or movement, such as The Romantic Period or the work of Philip Larkin. They will also respond to an unseen poem.

Coursework: Independent Reading

Students choose and study two texts to produce one extended comparative essay referring to those two texts. There is freedom of choice within this coursework unit to reflect personal preference and wider literary reading. For examples of the kinds of texts students are expected to choose, see the end of this page.

Qualities Required:

- A genuine interest in reading and love of literature.
- The ability to analyse texts, articulate ideas and opinions clearly.
- The ability to write clear, fluent and focused essays.
- Enthusiasm and creativity and the enjoyment in discussion of ideas.

Method of Assessment:

A level Units – 100% of A level mark

1	Written examination. Open book. (2 hours 15 minutes)	June	30%
2	Written examination. Open book. (1 hour 15 min)	June	20%
3	Written examination. Open book. (2 hours 15 minutes)	June	30%
CWK	Coursework (2500-3000 words)	Submitted by April	20%

Future Prospects:

An A level in English Literature opens a wealth of opportunities.

- It provides excellent preparation for Higher Education in the Humanities, Arts, Languages, Social Sciences, Law and many other subjects.
- It provides an excellent foundation for further training in careers such as journalism, marketing, public relations, publishing, the media and the government.

Example Texts:

Modern Poetry: *From The Journal of a Disappointed Man*, (Andrew Motion) *The Gun* (Vicky Feather) *Song* (George Szirtes)

Drama: *A Streetcar Named Desire* (Tennessee Williams) *The Importance of Being Earnest* (Oscar Wilde)

Prose: *Atonement* (Ian McEwan) *Heart of Darkness* (Joseph Conrad) *A Passage to India* (EM Forster) *Frankenstein* (Mary Shelley)

Other Poetry: *The Medieval Period* (Geoffrey Chaucer) *The Victorian Period* (Christina Rossetti) *The Movement* (Philip Larkin)

Other Drama: *The Medieval Period* (Geoffrey Chaucer) *The Victorian Period* (Christina Rossetti) *The Movement* (Philip Larkin) *Other Drama:* *Hamlet*, *King Lear*, *Othello*, *A Midsummer Night's Dream*, *The Taming of the Shrew*.

Fashion and Textiles

Exam Board: OCR

Entry Criteria - GCSE graded 6-9 in Design and Technology



The Fashion and Textiles course at Littleover is taught by specialist teachers. The course focuses on iterative thinking that will allow students the scope to be creative and develop exciting and innovative products. The course is taught in a specialist room that has access to computers.

Syllabus Content:

Year 12

The students will not submit work for AS level. The work completed throughout Year 12 will prepare them for the main project (NEA) and two exams they complete at A level.

The AS course consists of a range of design and make projects that include:

- Iterative designing - this will include both hand-drawn and CAD methods.
- 2D and 3D modelling – Developing complex pattern skills and knowledge to construct a bespoke product.
- Trend influences – Recognise what influences past and current designers to develop their own ideas.
- Processes and techniques - demonstrate practical making skills with hand, machine and digital technologies.

A level

Main Project (NEA)

The NEA will focus on the design of products and will be concerned with current trends. The project could involve the design of a garment, but may address opportunities in a broad range of contexts, including accessories, costume, high fashion, shoes, sport, technical textile solutions, soft furnishings or uniforms.

- The 'Iterative Design Project' requires students to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate.
- Students will identify their own design opportunity or problem from a real-world context of their own choice and create a portfolio of evidence in real time through the project to demonstrate the range and depth of their thinking, creativity and skills.

Future Prospects:

Fashion and Textiles will be an extremely good foundation for any student who is considering a career in the following areas:

- Fashion Design.
- Garment Technologist.
- Retail Buyer.
- Fashion Illustrator.

Unit	Method of Assessment	% of A level Mark
01 Principles of Fashion and Textiles	Exam - Written exam (1 hr 30 mins)	80 Marks (26.7% of total A level)
02 Problem Solving in Fashion and Textiles	Exam - Written exam (1 hr 45 mins)	70 Marks (23.3% of total A level)
03 04 Iterative Design Project	Approx. 65 hour design, make and evaluate project.	100 Marks (50% of total A level)



"Those who know nothing of foreign languages know nothing of their own".
- Johann Wolfgang von Goethe

Current Syllabus Content:

French language, culture of France and other French-speaking countries, practical and valuable transferable study skills.

Year 12

Theme 1: Developments in French society

- Changes to family structures and relationships.
- The education system and student concerns.
- The world of work and issues of equality.

Theme 2: Political and cultural life in French-speaking countries

- Music and its impact on popular culture.
- Media.
- Festivals, customs and traditions.
- Film: Intouchables

Year 13

Theme 3: Immigration and multiculturalism in France

- The positive effects of immigration.
- The challenges of immigration.
- The rise of the extreme right Front National in France.

Theme 4: Occupation and Resistance in France history

- The Occupation of France 1940-44.
- The Vichy regime.
- The Resistance.
- Book: No et Moi

Assessment at A level:

Unit 1: Listening, reading and translation examination

Students will be assessed on their understanding of spoken and written French from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from French into English.

Unit 2: Written response to works and translation examination

Students will develop a detailed understanding and appreciation of the literary work studied. They will be expected to write critical responses in French to the literature relating to aspects such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the book/film studied. Finally, students will manipulate language accurately through translating an unseen passage from English into French.

Unit 3: Speaking examination

Students will demonstrate their ability to summarise information from written sources and respond orally to these and to express viewpoints, justify opinions and develop informed arguments relating to the cultural and social context. Students will also speak on a chosen subject of interest they have researched linked to French social and cultural contexts.

Qualities Required:

Students considering this course should:-

- Have achieved a good grade at GCSE level.
- Have an interest in languages as well as learning about the culture and history of France and other French-speaking countries.
- Have a willingness to communicate

both orally and in writing.

- Apply important transferable skills from other subjects and GCSEs to persuade, analyse and give critical responses in the foreign language.

Future Prospects:

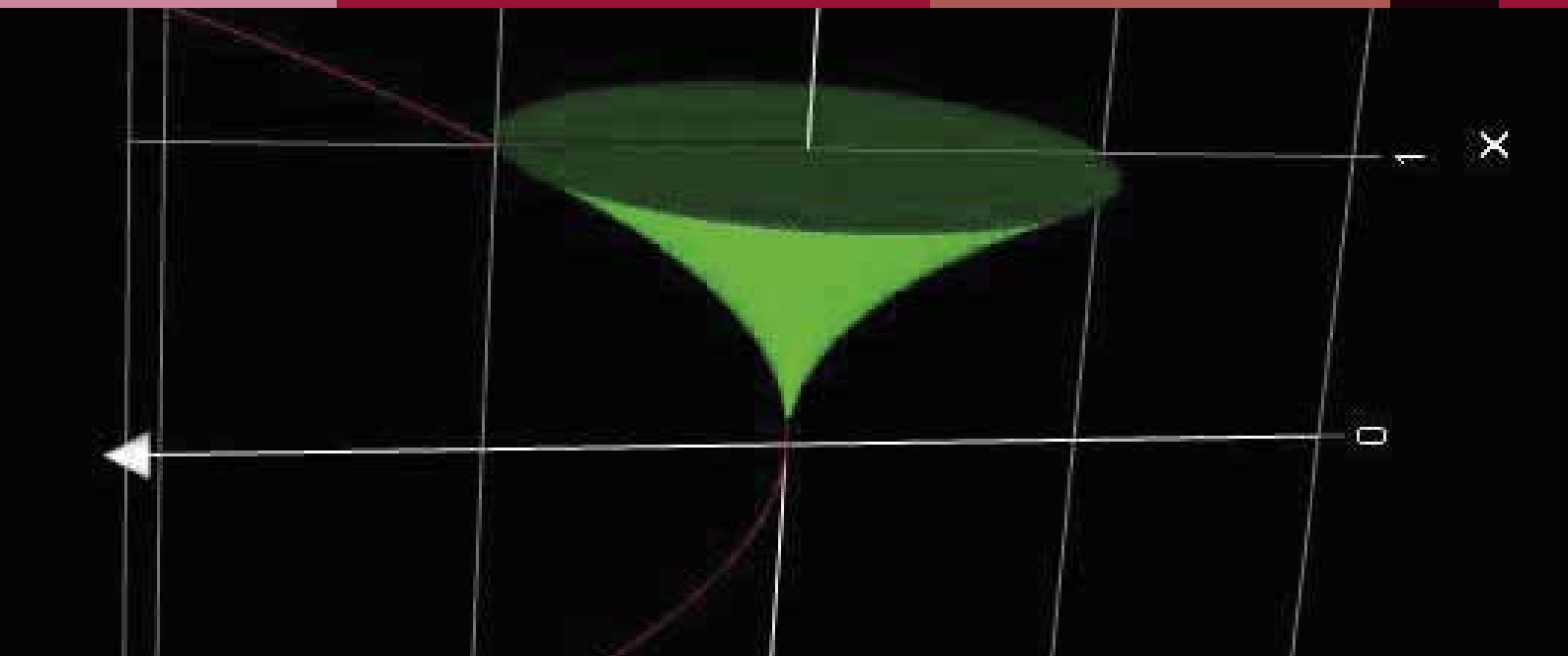
Language skills are highly valued by employers within a wide range of job sectors.

- "The intellectual challenge of studying languages is in itself hugely enjoyable but our graduates are also highly employable" – Dr Stuart Davis, Senior Lecturer in Spanish at Girton College, University of Cambridge.
- Just incorporating a language into your degree can set yourself ahead of the rest when applying for jobs once university is over.
- An A level language complements a whole variety of subjects. You may need languages for all sorts of career destinations - doctors, psychologists and physiotherapists need language skills to communicate effectively with patients whether they work in the UK or overseas.
- Studying languages shows a high level of communication skills, the ability to work independently and that you are mature, confident and can easily adapt to different situations and cultures. These skills are essential in the multicultural, global society that we live in.
- A language degree is 4 years long, as you spend the third year abroad in a foreign country. You'll have many new cultural experiences, such as eating local food, visiting places you'd never heard of and celebrating local traditions.

Further Mathematics

Exam Board: AQA

Entry Criteria - GCSE graded 9-8 in GCSE Mathematics



What will I learn on this course?

Further Mathematics is designed for those who are good at Mathematics and are looking to study Maths related courses beyond A level.

In Year 12, you will study further areas of Pure Mathematics such as:

- Matrices.
- Complex Numbers.

You will also study two Applied areas out of Mechanics, Statistics and Decision Mathematics.

In Year 13, you will continue with the same areas of Applied Mathematics and will also meet areas of Pure Mathematics such as:

- Differential Equations.
- Polar Coordinates.
- Hyperbolic Functions.

What are the entry requirements?

You should have achieved a grade 8 or 9 at GCSE. Further study beyond the GCSE curriculum (such as the AQA level 2 Certificate in Further Maths) will be very helpful but not essential.

It should be noted that Further Mathematics is a demanding course and lessons take place when other students have home study time. Excellent time management and organisational skills are essential.

In studying Further Mathematics, you will obtain 2 A levels: Mathematics and Further Mathematics. This only constitutes one option choice on your form.

How will I be assessed?

A level assessment involves 3 x 2hr examination papers. Paper 1 and paper 2 on pure mathematics and paper 3 on applied mathematics.

What can I do after this course?

Many universities now request you study Further Mathematics to at least AS Level for many Maths and Science related courses such as Maths, Physics, Computer Science, Chemistry and Economics. Having successfully studied Further Mathematics, you will be in a strong position to apply for a number of competitive careers/courses.

What careers would this course be useful for?

Mathematician, Engineering, Physicist, Statistician, Financial Management, Teacher.

Who can I contact for more information about this course?

Mr J Everett (Head of Maths)

How long does this course last?

2 years.

How much time will I spend on this course?

15 hours per fortnight – but remember this is for **two** A levels.

How many hours of self study will be required?

Roughly 5 hours per week.

Is there any choice of units in the course?

The Pure Mathematics content of the course is compulsory for all students. There will be an option of which Applied elements of the course to study. This decision will be made before the course begins. Students will need to study the same applied elements of the course in Year 12 and 13.

What materials do I need to provide?

An A4 ring binder with dividers.
A scientific calculator, this must be either Casio FX-991CW or the Casio FX-CG50 graphical calculator in order to meet the statistical demands of the course.

Are there any additional costs or specialists equipment required?

Advanced statistical or Graphical calculators are essential in this course. It is recommended that pupils purchase one through school if they wish to.

Geography

Exam Board: OCR
Entry Criteria - GCSE graded 9-6 in Geography



Our AS and A level Geography specifications provide a dynamic, contemporary and exciting opportunity for students to engage with the world around them. Our specifications inspire a love of geography for lifelong learning, drawing on issues that are relevant to a student's own learning of the subject in a variety of contexts. Our AS and A level Geography specifications have been designed to strengthen geographical and fieldwork skills gained at GCSE and delve more deeply into content.

Syllabus Content:

Glaciated Landscapes

- Factors affecting landscapes
- Landform development
- Influence of climate change
- Impact of human activity

Changing Spaces Making Places

- Two contrasting places at a local scale
- How place is understood and represented
- Economic change and social inequality, with players involved
- Place-making processes in creating places

Earth's Life Support Systems

- Importance of water and carbon to life on Earth
- Case studies of tropical rainforest and Arctic tundra
- Change over time
- Links and interdependence between the cycles

Exploring Oceans

- The Ocean Floor
- Ocean Resources
- Humans' use of Oceans
- Pollution of our Oceans

Global Connections

- Migration
- Human Rights

Hazardous Earth

- Earthquakes
- Volcanoes

Future Prospects:

Geography is highly valued by universities as an A level choice. The Russell Group report published in 2011 names geography as one of the eight facilitating subjects. This is a subject most likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university.

Geography is a subject for our times. It is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences. Geographers get to learn data analysis, they learn geographic information systems. They can turn maps from a two-dimensional representation of a country's physical contours into a tool that illustrates social attributes or attitudes: not just where people live, but how, what they think and how they vote. They learn about the physics of climate change, or the interaction of weather events and flood risk, or the

way people's behaviour is influenced by the space around them.

All these are not just intrinsically interesting and valuable. They also encourage ways of seeing and thinking that make geographers eminently employable, which is why, according to the latest information from the Higher Education Careers Services Unit, only 5.8% of geography graduates were still job-hunting six months after they graduated, against an average of 7.3%.

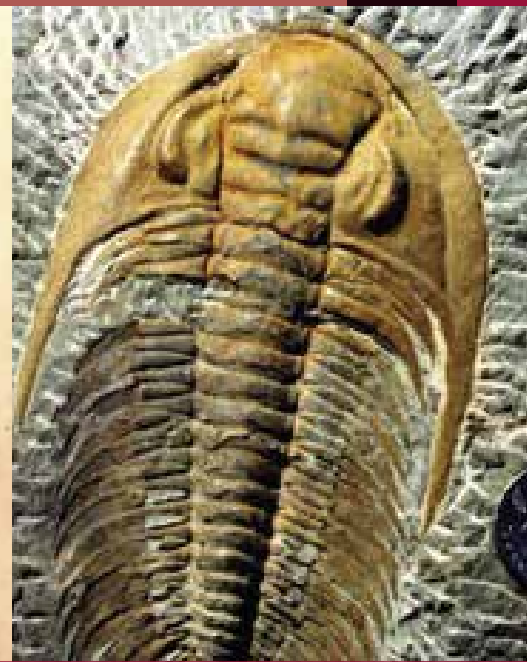
Method of Assessment

A level Units

Unit	Subject of Assessment	% of A level Marks
Unit 1	Physical Systems	
	Section A Landscape Systems - Glaciation Section B Earth's Life Support Systems. 1 hour 30 minutes	22%
Unit 2	Human Interactions	
	Section A Changing Spaces; Making Places. Section B Global Connections - Human Right and Migration 1 hour 30 minutes	22%
Unit 3	Geographical Debates	
	Exploring Oceans Hazardous Earth 2 hours 30 minutes	36%
Unit 4	Investigative Geography	
	Non-examined assessment, which is an independent geographical investigation conducted by each candidate based on primary and secondary data. 2 hours 30 minutes	20%

Exam Board: WJEC

Entry Criteria - GCSE grades 9-6 in Maths and in at least 2 Science subjects



Summary of Assessment:

Component 1:

Geological Investigations

- Written examination: 2 hours 45 minutes
- 35% of qualification

Section A

Two stimulus response questions requiring short and structured answers.

Section B

An investigation of the geology of an area shown on accompanying simplified geological map, involving:

- The interpretation of hand specimens and photographs of minerals, rocks and fossils.
- Map interpretation and cross-section construction.
- The completion of questions using short, structured and extended answers.

Component 2:

Geological Principles and Processes

- Written examination: 1 hour 45 minutes
- 30% of qualification

Six stimulus response questions requiring short, structured and extended answers.

Component 3:

Geological Applications

- Written examination: 2 hours
- 35% of qualification

Section A

Geohazards: Two stimulus response questions requiring short and structured answers.

Section B

Geological map applications: An investigation of the Geology Survey map extract using stimulus response questions requiring short, structured and extended answers.

Section C

Learners answer questions **one option** from a choice of three. Each comprises three questions requiring short, structured and extended answers.

- Quaternary Geology.
- Geological Evolution of Britain.
- Geology of the Lithosphere.

Practical Endorsement:

Non-exam assessment:

Assessment of practical competency. Reported separately and not contributing to final grade.

The linear qualification will be available for assessment in May/June each year.



Adam Taylor – A levels in Geology, Chemistry, Physics and Maths followed by a geology degree at Leicester.

The time after completing secondary school and before starting your next steps to a career, be that starting an apprenticeship or continuing study at college or sixth form, can be a difficult time for making decisions that could well shape the future of your life.

However it is safe to say that choosing the LCS 6th Form proved to be a sound decision for me! I chose LCS primarily to study geology which I already had a keen interest in, and I was amazed at the resources that the school had, the enthusiasm of the staff and the relaxed yet encouraging atmosphere. I completed my A levels with good grades in Geology, Chemistry, Physics and Maths which is a testament to the learning environment provided at the Sixth Form.

I went on to complete my Master's Degree in geology at the University of Leicester, specialising in minerals and ore deposits and the processes leading to their formation. I now work in Derby as a graduate geologist for an engineering consultancy which provides civil, structural, and environmental engineering services to construction projects. I hope to pursue a career in the mining industry working abroad exploring for metals in the extremities of our planet.



Exam Board: Edexcel
Entry Criteria - GCSE graded 9-6 in German

"The limits of my language are the limits of my universe" - Wittgenstein

Learning a foreign language is essential in our globalised world and brings enhanced cultural, travel and employment opportunities.

Current Syllabus Content:

German language, culture and contemporary society in German speaking countries.

Year 12

Theme 1: Developments in German society.

- Education.
- The world of work.
- The environment.

Theme 2: The political and cultural landscape in German-speaking countries.

- Music.
- Media.
- Festivals and traditions.
- Film - Goodbye Lenin.

Year 13

Theme 3: Immigration and multiculturalism in Germany.

- The positive effects of integration.
- The challenges of immigration.
- The state and social reactions to immigration.

Theme 4: The re-unification of Germany.

- East German society before re-unification.
- Results of re-unification.
- Germany since re-unification.
- Literature: Ich fühl mich so fifty fifty.

Assessment at A level:

Unit 1: Listening, reading and translation examination.

- Students will be assessed on their understanding of spoken and written German from a variety of authentic texts and listening material, as well as their ability to translate accurately from German into English.

Unit 2: Written response to works and translation examination.

- Students will develop a detailed understanding of the literary work studied. They will be expected to write critical responses in German relating to aspects such as form and technique, concepts, issues and social context. Finally students will manipulate language accurately through translating an unseen passage from English into German.



Unit 3: Speaking examination

- Students will demonstrate their ability to summarise information from written sources, respond orally to these and express viewpoints, justify opinions and develop informed arguments relating to social and cultural context. Students will also speak on a chosen topic of interest they have researched and linked to German social and cultural contexts.

Qualities Required:

Students considering this course should:-

- Have achieved a good grade at GCSE level.
- Have an interest in languages.
- Have a willingness to communicate both orally and in writing.
- Have the ability to organise and express ideas and arguments logically in the foreign language.

Future Prospects:

Language skills are highly valued by employers within a wide range of job sectors.

- Quote from Leeds University: "Language graduates have the best graduation employment record after medicine and veterinary".
- Many languages graduates go into business, banking, journalism marketing and management roles within a wide range of organisations as well as teaching.
- Many universities offer languages as a subsidiary subject in combined degrees. Many courses offer students the chance to study abroad for a year, funded by the EU.
- A level language study encompasses many key skills such as communication, cultural awareness, independence, as well as research and analytical skills.

“

Bhasha Mukherjee – A levels in chemistry, biology and German, followed by medical degree at Nottingham.

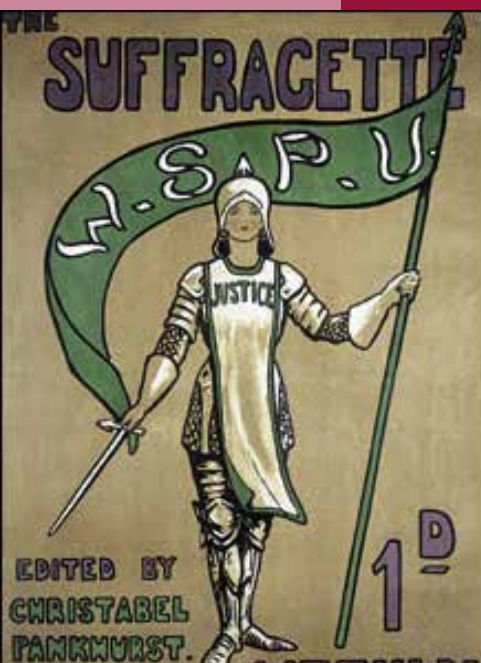
Having now completed over half my 5 medical degree at the University of Nottingham, I can only say university is a marathon. At points the emotional, physical and intellectual exhaustion do make the finish line seem impossible to reach but the solid foundation of support and guidance I received as an LCS student have allowed me to stay on my feet and keep going.

It took me three years to reach my favourite point of the course, the clinical phase! However one top survival strategy to get through the "drier" aspects of any course is to continue having a life outside of the course. For me this was my charity organisation 'The Generation Bridge Project' - founded at LCS 6th Form and now having achieved somewhat international recognition with our first care home intervention in India in 2016.

For all this I can only thank my wonderful school teachers, whom I still consider the biggest heroes in my life and LCS, a place where I truly blossomed as an individual.

”

Exam Board: Edexcel
Entry Criteria - GCSE graded 9-6 in History



Syllabus Content:

Paper 1: The Crusades, c1095-1204 (Breadth Study)

- Students explore the lives of medieval crusaders who chose to give up everything they knew to capture and control the Holy Land. They go on to look at the controversy surrounding the Fourth Crusade's diversion to Constantinople.

Paper 2: England and the Angevin Empire in the reign of Henry II, 1154-89 (Depth Study)

- Students examine the reign of Henry II and his struggle to regain control of England and his Empire after a bitter civil war.

Paper 3: Protest, agitation and parliamentary reform in Britain, c1780-1928 (Breadth and Depth Study)

- Students examine the pressure groups that campaigned and protested for the right to vote, and the successes they achieved.

Coursework:

- Interpretations of History: An individual assignment about a history topic. For example:
 - The end of the Cold War
 - The causes of the Holocaust
 - The impact of the NHS

Qualities Required:

- Students should have a genuine interest in the past.
- Students should have the ability to analyse and a willingness to criticise and question information.
- Students must be able to work independently.
- Students should also have good literacy skills.

Future Prospects:

History is a good foundation subject for many degree courses across a wide range of subjects including Law; Business Studies; Economics; Social Sciences; and Educational Studies. A History degree is a good preparation for a wide range of occupations such as:-

- Journalism.
- Law.
- Marketing/Advertising.
- Public Service.
- Teaching.
- Accountancy.
- Management Consultancy.
- Architecture.
- Personnel.

Method of Assessment

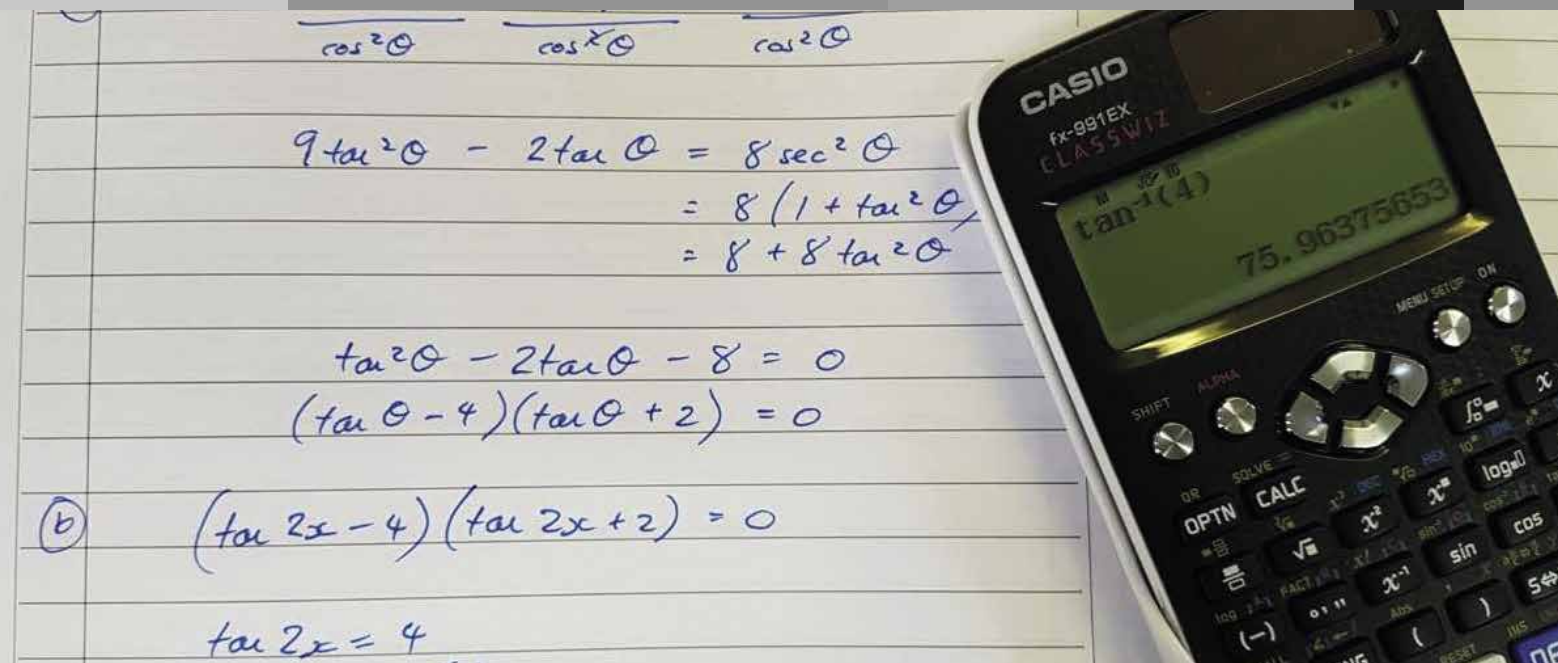
A level Papers

Unit	Method of Assessment	Exam Month	% of A level Marks
1	Written examination (2 hours 15 minutes) - Crusades	June	30%
2	Written examination (1 hour 30 minutes) - Angevin Empire	June	20%
3	Written examination (2 hours 15 minutes) - Parliamentary Reform	June	30%
4	Individual assignment of approximately 4,000 words - free topic choice.	May	20%

Mathematics

Exam Board: AQA

Entry Criteria - GCSE graded 9-7 in Maths



What will I learn on this course:

At A level you will be introduced to

new areas of Mathematics as well as developing some of the skills and areas you have studied at GCSE Higher Level. Some of the new areas in Pure Mathematics are:

- Calculus.
- Trigonometry (not just in triangles).
- Logarithms and Exponential.
- Vectors.
- Sequences and Series.
- Geometry on a Coordinate grid.

All students also study Applied Mathematics in the areas of Mechanics and Statistics. Some of the content this covers is:

- Statistical Sampling.
- Data presentation and interpretation.
- Probability.
- Statistical Distributions.
- Distance, velocity and acceleration (Kinematics).
- Forces and Newton's Laws.

Qualities Required:

You should have:

- A commitment to hard work and independent study.
- Good organisational skills and time management as homework tasks will be set most lessons.
- The desire to be challenged and overcome problems.
- Resilience to meeting new challenges.

If you really enjoy the subject, are predicted a grade 8 (or A*) or above and are interested in a Mathematics related university course or career, then you should also consider Further Mathematics – see separate course information.

How will I be assessed?

A level assessment involves 3 x 2hr examination papers. Paper 1 on pure mathematics, paper 2 pure and mechanics and paper 3 pure and statistics.

What can I do after this course?

You can take the problem-solving skills

you have developed into any new areas of study or the world of work.

What careers would this course be useful for?

- Science-based careers.
- Statistician.
- Accountant.
- Financial Management.
- Engineering.
- Teacher.

Who can I contact for more information about this course?

Mr J Everett (Head of Maths).

How long does this course last?

2 years.

How much time will I spend on this course?

10 hours per fortnight.

How many hours of self study will be required?

Roughly 5 hours per week.

Is there any choice of units in this course?

There is no optional element to AS or A level Mathematics. All students will follow the same course and sit the same examinations at the end of the course.

What materials do I need to provide?

An A4 ring binder with dividers. A scientific calculator, this must be either Casio FX-991CW or the Casio FX-CG50 graphical calculator in order to meet the statistical demands of the course.

Are there any additional costs or specialists equipment required?

Advanced statistical or Graphical calculators are essential in this course. It is recommended that pupils purchase one through school if they wish to.



Method of Assessment:

A level

Module	Method of Assessment	Exam Month	% of A level Marks
1	Written examination (2 hours)	June	35%
2	Written examination (2 hours)	June	35%
3	Non-exam assessment: media project	June	30%

Syllabus Content:

Paper 1 requires candidates to complete a mixture of question styles including multiple choice questions, short and medium answer and extended answer questions, to give all students the opportunity to demonstrate their knowledge and understanding of media studies. The written exam will account for 35% of the final assessment.

For **Paper 2**, candidates will be assessed on the analysis of media products with reference to the Close Study Products (CSPs) and other products. They will need to show understanding of the contexts in which the products were created.

For the non-exam media assessment:

Media project candidates will be assessed on the application of knowledge and understanding of the theoretical framework and practical skills relating to the media format of their choice, from a selection.

In all A level units, candidates should look at cross-cultural factors and the effects of globalisation on the media, where appropriate.

Qualities Required:

- A good GCSE pass in Media Studies is desirable, but not essential. We welcome students who have not previously studied Media. You must, however, have a high GCSE English grade.

- The ability to demonstrate some practical or critical awareness of the mass media.
- An enthusiasm for the subject and a willingness to keep up to date with relevant and current developments.
- Students should be willing to work outside the classroom to further develop their understanding of concepts and ideas introduced in lessons.
- To be comfortable with writing at length and in depth about complex aspects of the media.

Future Prospects:

Media Studies A level can lead to further study at university. It can also lead to training courses for such careers as:-

- Journalism.
- Marketing.
- Public relations.
- Advertising.
- TV/Radio production.
- Film making.
- Script writing.
- Publishing.
- Website design.



Matthew Elliott – A levels in chemistry, physics and maths followed by aircraft engineering apprenticeship with Thomson Airways.

I studied Maths Mechanics, Chemistry & Physics at A2 Level, and Geography at AS. All the staff supported me very well when I was struggling, arranging re-sit exams and revision sessions, help with course material and exam preparation. A lot of this I have carried forward in exams I have had to pass since. Teachers were also extremely supportive through what was a very challenging time in my private life, understanding my personal situation and helping me through it as best they could.

Since leaving LCS 6th Form Sixth Form, I have enjoyed an aircraft engineering apprenticeship with Thomson Airways, the UK's largest charter airline, and I am now an A-Licensed Aircraft Engineer, meaning when the three year course ends I will be able to carry out and certify certain maintenance tasks on our fleet of Boeing aircraft, including the 787 Dreamliner. The apprenticeship has included both practical training on live aircraft in our Luton hangar, and 8 months of theory work, passing 12 exams and 4 essays in order to obtain my license and an NVQ - something my A level studies helped towards.



Exam Board: EDEXCEL

Entry Criteria - GCSE graded 9-6 in Music (Students performing at Grade 5 or above would also be considered on an individual basis)



'Without music, life would be a mistake'
- Nietzsche.

Syllabus Content:

- Performance.
- Composing.
- Appraising.

A level

Unit 1 - Performing

Perform one or more solo/ensemble pieces lasting 8 or more minutes. Performance will be recorded after March 1st 2026.

Unit 2 - Composing

Students must complete TWO compositions; 1 to a brief or free composition (4 minutes+) and 1 from a listed brief assessing compositional techniques (1 minute+) from the following options:

- Bach Chorale.
- Baroque Counterpoint.
- Arrangement.
- Remix.

Unit 3 - Appraising

A 2-hour paper divided into TWO sections:

- Areas of Study and Dictation.
- Extended Response.

This will be partly based on a cross section of 18 set works from the following areas of study:

- Instrumental music - A variety of pieces by Vivaldi, Clara Schumann and Berlioz.
- Vocal music - Choral, Opera and songs by Bach, Mozart and Vaughan Williams.
- Music for film.
- Popular music and jazz.
- Fusions.
- New directions.

Qualities Required:

- Students will need to demonstrate enthusiasm, commitment, an interest in varied musical styles and a desire to develop skills in a greater depth.
- A love of performing and the commitment to work towards a recital performance.
- A willingness to explore composing techniques and musical ideas.
- A secure level of musical literacy is fundamental.
- A willingness to further develop research and essay writing skills is necessary.
- An open mind to respond to listening to a variety of music.
- The ability to play the piano/keyboard would be an advantage, but not a necessity.

Future Prospects:

- Performance.
- Teaching.
- Composing/Arranging.
- Arts Administration.
- Journalism.
- Music Therapy.
- Librarianship.
- Broadcasting.
- Publishing.

Music A level is essential for those students intending to study the subject at Higher Education level, with music as the main or subsidiary subject or as part of a Creative and Performing Arts course.

A high percentage of students who study music at LCS have progressed to study music at British universities and conservatoires.

Students at LCS have studied Music alongside a wide variety of subjects and found it enriching and complimentary to their studies. They have gone on to study Maths, Physics, Biology, Law, Medicine and other subjects at top universities.

Physical Education

Exam Board: OCR

Entry Criteria - GCSE graded 9-6 in Physical Education



A level PE is a good option for those who are interested in both sports and science. It is a wide and varied course offering scientific elements such as Physiology and Biomechanics, Skills Acquisition and Psychology and Social and Contemporary issues.

Students need a strong background in one sport as practical assessment is a crucial part of the course.

Syllabus Content:

Applied Anatomy and Physiology

- Musculo skeletal, Cardio respiratory, Neuromuscular, Energy systems.

Exercise Physiology

- Diet and nutrition and their effect on physical activity, performance preparation and training methods in relation to maintaining and improving physical activity, performance injury prevention and the rehabilitation of injury.

Biomechanical Movement

- Biomechanical movement, biomechanical principles (Newton's Laws, centre of mass), levers (components, classes, mechanical advantage), analysis of movement in physical activities, linear, angular motion, projectile motion and fluid mechanics.

Skill Acquisition

- Skills continuums and transfer of skills, principles and theories of learning and performance, how skill classification impacts on how practice is structured for learning and use of guidance and feedback.

Sports Psychology

Factors (personality, attitudes, arousal, anxiety, aggression, motivation and social facilitation), dynamics of a group or team and how they can influence the performance of a team, importance of goal setting, attribution theory, self efficiency, leadership, confidence and stress management.

Sport and Society

The factors leading to the emergence of modern sport through the globalisation of sport in the 21st century, the impact of sport on society, the impact of ethics including deviance, development routes from talent identification through to elite performance, the impact of commercialisation and the relationship between sport and the media.

The Role of Technology

The use of technology to analyse physical activity and sport, the development of equipment and facilities and the role of technology.

Practical

There will be a practical assessment for both years of the course and students will be required to be assessed in one practical as a performer or a coach. This accounts for 30% of the mark along with an oral talk requiring the evaluation and analysis of performance.

Qualities Required:

- A keen interest in sport.
- A genuine commitment to improve personal practical performance.

- The ability to participate as a performer or a coach to a good or high level.
- Membership of a sports team or club outside of school.

Method of Assessment:

There will be 3 exams; 1 science-based, 1 socio-based and 1 psychology-based, these exams account for 70% of the total marks with the further 30% coming from the practical assessment and oral talk.

Future Prospects:

As A level Physical Education covers a broad variety of academic disciplines, students gaining this qualification can link it to many Higher Education courses. It is accepted by all institutions as a general entry requirement for courses. Students with this qualification have gone into:

- Teaching.
- Sports Science.
- Physiotherapy.
- Psychology.
- Recreational Management.
- Business Studies.
- Armed Services.
- Sports Equipment Design.
- Sports Development and Coaching.
- Biomechanics.
- Sports Nutrition.
- Strength and Conditioning.
- Sports Journalism.
- Sports Analyst.

Exam Board: AQA

Students taking trilogy GCSE science - grade 7/7 (students with 7/6 may be considered).

Students taking separate sciences at GCSE - grade 7 or above in Physics and at least one other science (students with 6s in other sciences may be considered).

All students - grade 6 or above in GCSE Maths.



Physics underpins our understanding of the Universe we live in, it has brought huge benefits to society and provides the foundation for the advances in engineering, information and communication technologies and health sciences which we rely on daily in our lives.

Studying physics is stimulating, leads to a wide range of careers and gives you good earning potential. Why wouldn't you want to study physics? The everyday and the infinite; big and small. It's a strange place, the Universe.

Course Content and Assessment:

The A level course consists of nine theory modules, which are assessed at the end of Year 13 by three two-hour written papers with a multiple choice element. Practical skills are assessed throughout the course via 12 prescribed practical experiments and in the final written papers.

The nine theory modules are:

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

Qualities Required:

- A lively interest in physics and the world around them.
- Good mathematical skills and the ability to think logically and critically.
- An aptitude for practical work.

Future Prospects:

A successful A level Physics student will have many opportunities open to them. These could include, amongst others, careers and university courses in:

- Astronomy and Astrophysics.
- Biophysics.
- Chemical Engineering.
- Civil Engineering.
- Computing, computer gaming.
- Education and Research.
- Electronics and Electrical Engineering.
- Finance and Stockmarket Analysis.
- Generation of Electricity.
- Medicine and Medical Physics
- Mechanical Engineering.
- Meteorology and Geophysics.
- Modelling and Simulation.
- Nanotechnology.
- Nuclear Industry.
- Pharmacy.
- Rocket Science.
- Technological Innovation.

“

Nik Gupta – A levels in computing, physics and maths followed by computing degree at Imperial College, London.

After LCS, I spent a year working as a software engineer for a technology consultancy (Cambridge Consultants), to decide if it's the kind of career I wanted. The answer was a definite yes, and I'm currently in my 2nd year of a MEng Computing course at the Imperial College of London.

The staff at LCS genuinely care about the success and wellbeing of their students and I owe them a massive thanks - not only for helping me achieve the grades I needed - but for the guidance and support I received throughout my time there.

”

Entry Criteria - GCSE graded 9-6 in Design and Technology



Politics

Exam Board: Edexcel - AS/A level (students will be entered for the AS exams at the end of Year 12 but will have the option of continuing in Year 13 to take the full A level)
Entry Criteria - Grade 6 or above in a GCSE humanities subject or English.



Core Contents:

- UK Politics (democracy and participation; political parties; electoral systems; voting behaviour and the media) Year 12.
- UK Government (the constitution; parliament; Prime Minister and executive; relationships between the branches) Year 12.
- Political ideas (Conservatism, Liberalism, Socialism etc) Year 13.
- US Government and Politics (the constitution, Congress, presidency, Supreme Court, democracy and participation) Year 13.

Assessment:

For the AS qualification, students will sit two exams at the end of Year 12 covering UK Government and UK Politics. Both exams will require students to analyse and interpret political documents and data while also writing knowledge-based essays. Students who wish to take the full A level will sit three exams at the end of Year 13 covering all elements of the Core Content.

Qualities Required:

An interest in politics and current affairs along with the ability to write analytical and focused essays and a willingness to contribute to class debates and discussions.

Future Prospects:

This course will help you to develop skills that will be relevant in a huge range of careers but will be particularly relevant to careers in local or national government, the civil service, law, journalism, media and teaching.

Psychology

Exam Board: AQA
Entry Criteria - GCSE graded 9-5 in Maths and English



Psychology is the scientific study of the brain and behaviour and involves evaluating theories on the basis of research evidence in order to better understand and predict human behaviour.

Syllabus Content: A level

Paper 1: Introductory Topics in Psychology (2 hours)

- Social Influence - conformity and obedience, resisting social influence, social change.
- Memory - types of memory, forgetting, eyewitness testimony.
- Attachment - development, explanations and variations of attachment and the implications of attachment for later relationships.
- Psychopathology - causes and treatments of phobias, OCD and depression.

Paper 2: Psychology in Context (2 hours)

- Approaches in Psychology Behaviourist, Cognitive, Biological, Psychodynamic and Humanistic.
- Biopsychology - structure and functions of the brain and nervous system, biological rhythms.
- Research Methods - designing and evaluating experimental and non-experimental methods, analysing and reporting results.

Paper 3: Issues, Options and Debates

- Issues and debates - Bias in psychology determinism, reductionism, the influence of nature and nurture.
- Gender - Androgyny, development of gender, influence of media and culture on gender.
- Schizophrenia - explanations of and therapies for schizophrenia.
- Forensic psychology - profiling, biological and psychological explanations of offending behaviour, ways of dealing with offenders.

Qualities Required:

- A keen interest in human behaviour and a desire to discover the reasons for it are essential.
- Psychology includes essays and requires an ability to structure and write coherent arguments using evidence.
- Psychology is a science, therefore students need the ability to think critically, apply scientific methodology and do simple calculations.

Future Prospects:

Psychology combines very well with both science and essay-based subjects. Many students go on to study Psychology-based courses at university, including forensic and criminal psychology.

Aspects of Psychology are also relevant to careers including:-

- Law.
- Politics.
- Business.
- Medicine.
- Advertising/Marketing.
- Teaching.
- Media.
- Sport Psychology.
- Human Resources.
- Counselling.

Method of Assessment A level Exams

Paper	Method of Assessment	Exam Month	% of A level Marks
1	Written examination (2 hours)	June	33.3%
2	Written examination (2 hours)	June	33.3%
3	Written examination (2 hours)	June	33.3%

Religious Studies

Exam Board: AQA

Entry Criteria - GCSE graded 9-6 in English Language and Religious Studies



Syllabus Content:

The qualification is linear and is made up of two components of study.

Philosophy of Religion

- **Arguments for the existence of God.**
- **Evil and suffering.**
- **Religious experience.**
- Religious language.
- Miracles.
- Self and life after death.

Ethics and Religion

- **Ethical theories.**
- **Issues of human life and death.**
- **Issues of animal life and death.**
- Introduction to meta ethics.
- Free will and moral responsibility.
- Conscience.
- Bentham and Kant.

The topics in bold are those that are studied in Year 12.

The remaining topics are studied in Year 13. **All topics feature on the final A level exam.**

This module involves the study of the following topics:

Study of Religion

A religion is studied in relation to the following concepts and beliefs:

- **Sources of wisdom.**
- **God/gods/ultimate reality.**
- **Life after death.**
- **Good conduct and key moral principles.**

- **Religious Identity.**
- Religion, gender and sexuality.
- Religion and science.
- Religion and secularisation.
- Religion and religious pluralism.

The Dialogue between Philosophy of Religion and Religion

How religion is influenced by, and has an influence on, philosophy of religion in relation to the issues studied.

The Dialogue between Ethical Studies and Religion

How religion is influenced by, and has an influence on, ethical studies in relation to the issues studied.

The topics in bold are those that are studied in Year 12.

The remaining topics are studied in Year 13. **All topics feature on the final A- Level exam.**

Qualities Required:

An effective student of A level Religious Studies is someone who:

- Has a keen interest in exploring ultimate questions to do with philosophy and ethics.
- Is prepared to think deeply about their own views and can express these reasonably.
- Is willing to exchange views and arguments in debates.
- Can skilfully express themselves in written and oral communications.

- Is able to critically evaluate the ideas of studied thinkers and prepare a personal reaction to these.
- Supports their thinking with justifiable and relevant reasons.

You do not need a GCSE qualification in RS to choose this subject. The ability to write coherent essays is an advantage.

Future Prospects:

This A level Religious Studies course combines well with a wide variety of other options and we tend to recruit a range of students with very different study focuses, from the scientist to the artist.

The qualification is well regarded by universities. It is recognised as a rigorous and challenging A level. The Russell Group of top universities has made it clear that RS A level provides '**suitable preparation for university generally**'. The skills that are developed through the study of philosophy and ethics are highly desirable.

The A level qualification fits nicely as a preparation for a range of career aspirations. Ethical considerations continue to be an important aspect of medical, business and legal practice. Our students go on to pursue careers in a range of areas including law, medicine and teaching.

Sociology

Exam Board: AQA

Entry Criteria - GCSE graded 9-6 in English Language or Sociology

Syllabus Content:

A level

Unit 1: Education with Theory and Sociological Methods in Context

- Achievement and class, gender and ethnicity.
- Teacher/pupil relationships, pupil subcultures, the hidden curriculum, and the organisation of teaching and learning.
- Education policies.
- Sociological methods.
- How sociologists research education.
- Theoretical perspectives in Sociology.
- Is Sociology a science?

Unit 2: Topics in Sociology

Culture and Identity

- The socialisation process and the role of the agencies of socialisation.
- Sources of self-identity and difference.
- The relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society.
- Leisure, consumption, and identity.
- Different conceptions of culture, including subculture, mass culture, high and low culture, popular culture and global culture.

Belief

- Different theories of ideology, science and religion.
- The relationship between religious beliefs and social change and stability.
- Cults, sects, denominations, churches and New Age movements.
- Religion and class, gender, ethnicity and age.
- The significance of religion in the modern world.

Unit 3: Crime and Deviance (with Theory and Methods)

- Different theories of crime, deviance, social order and social control.
- Crime and deviance by age, ethnicity, gender, locality and social class, including recent patterns and trends in crime.



- The mass media and crime, green crime, human rights and state crimes.
- Crime control, prevention and punishment, victims, and the role of the criminal justice system and other agencies.
- The development of Sociological theory including Functionalism, Marxism and Postmodernism.
- Sociological methods.

- Civil Service.
- Law.
- Education.
- Journalism and the Media.
- Social Work.
- Human Resources.
- Medicine.
- Social Research.
- Politics.
- Retail and Leisure.

Qualities Required:

- An open and enquiring mind.
- Strong written and verbal communication skills.
- An interest in social issues.
- A growing awareness of sociological content in the media.
- Strong organisation skills.
- A willingness to seek help and advice, ask questions and research beyond basic texts.

Future Prospects:

Studying Sociology develops a range of analytical skills as well as empowering students to play informed roles in society.

It will be useful for any career which involves working with people, however it is ideally suited to students considering careers in:-

Method of Assessment:

A level

Unit	Method of Assessment	Exam Month	% of A level Marks
1	Written examination (2 hours)	June	33%
2	Written examination (2 hours)	June	33%
3	Written examination (2 hours)	June	33%



"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart" - Nelson Mandela

Current Syllabus Content:

A level Spanish is a 2-year linear course which includes learning the Spanish language, culture of Spain and other Spanish speaking countries, gaining practical and transferable study skills and preparing students to study, live and work in an international setting.

Spanish language, culture of Spain and other Spanish-speaking countries, practical and valuable transferable study skills.

Year 12

Unit 1: Listening, reading and translation examination

Students will be assessed on their understanding of spoken and written Spanish from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from Spanish into English.

Unit 2: Written response to works and translation examination

Students will develop a detailed understanding and appreciation of the film studied. They will be expected to write critical responses in Spanish to the film relating to aspects such as key concepts and issues and the social context, the main characters and the cinematographic techniques used by the director. Finally, students will manipulate language accurately through translating an unseen passage from English into Spanish.

Unit 3: Speaking examination

Students will demonstrate their ability to summarise information from written sources and respond orally to these and to express viewpoints, justify opinions and develop informed arguments relating to the cultural and social context.

Year 13

Unit 1: Listening, reading and translation examination

Students will be assessed on their understanding of spoken and written Spanish from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from Spanish into English.

Unit 2: Written response to works and translation examination

Students will develop a detailed understanding and appreciation of the literary work studied. They will be expected to write critical responses in Spanish to the literary work relating to aspects such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied. Finally, students will manipulate language accurately through translating an unseen passage from English into Spanish.

Unit 3: Speaking examination

Students should demonstrate their knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to Spanish social and cultural contexts. Students will carry out research and present and independent research project.

Year 12 Themes

Theme 1: The Evolution of Spanish Society

- The Evolution of Family Structure and Life. (The change in attitudes towards marriage, relationships and families.)
- The World of Work (Working life in Spain and attitudes towards the work, employment opportunities, work opportunities for young people and gender equality.)
- The Impact of Tourism in Spain (The economic impact, the opportunities that tourism offers and the social and environmental impact it brings.)

Theme 2: Political and artistic culture in the Spanish-speaking world

- Music (Changes and tendencies, the impact of music in contemporary society.)
- Media (TV and soaps, written press and the Internet and the impact it has on society and politics.)
- Festivals and Traditions (Festivals, traditions, fiestas, customs and traditions.)

A level Themes

Theme 3: Immigration and Spanish multicultural society

- Contemporary and Historic Immigration (The origins of immigration, Muslims in Al-Andalus, the influence of immigrants from North Africa and Latin America.)

- Integration and Multiculturalism (The benefits and challenges of multiculturalism and attitudes towards immigrant communities.)

Theme 4: The Franco Dictatorship and the transition to democracy

- The Franco Dictatorship, the Spanish Civil War and the rise of Franco (Daily life under the Franco regime, political oppression, censorship and a divided society.)
- The Transition to Democracy (The role of King Juan Carlos in the transition, the Suárez government and the impact of the Dictatorship in today's society.)

Qualities Required:

Students considering this course should:-

- Have achieved a good grade at GCSE level.
- Have an interest in learning the language as well as learning about the culture and history of Spain and other Spanish-speaking countries.
- Have an interest in studying foreign literature and cinema.
- Have a willingness to communicate both orally and in writing.
- Apply important transferable skills from other subjects and GCSE to persuade, analyse and give critical responses in the foreign language

Future Prospects:

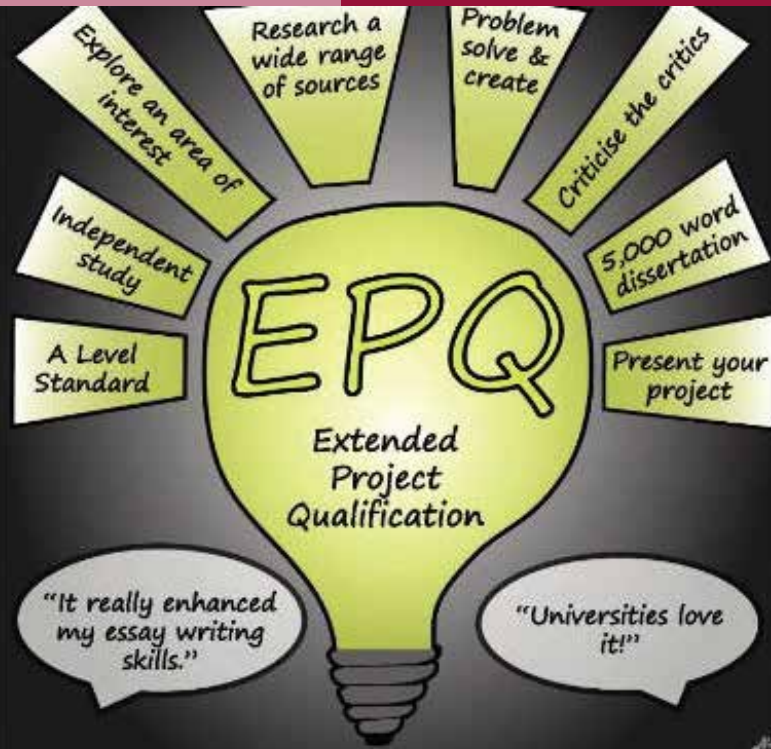
Language skills are highly valued by employers within a wide range of job sectors.

- "The intellectual challenge of studying languages is in itself hugely enjoyable but our graduates are also highly employable" – Dr Stuart Davis, Senior Lecturer in Spanish at Girton College, University of Cambridge.
- Just incorporating a language into your degree can set yourself ahead of the rest when applying for jobs once University is over.
- An A-level language complements a whole variety of subjects. You may need languages for all sorts of career destinations- doctors, psychologists and physiotherapists need language skills to communicate effectively with patients whether they work in the UK or overseas.
- Studying languages shows a high level of communication skills, the ability to work independently and that you are mature, confident and can easily adapt to different situations and cultures. These skills are essential in the multicultural, global society that we live in.
- A language degree is 4 years long, as you spend the third year abroad in a foreign country. You'll have many new cultural experiences, such as eating local food, visiting places you'd never heard of and celebrating local traditions.

The EPQ

Exam Board: Edexcel - Additional Block

Entry Criteria - 5 GCSE's graded 9-5 including Maths and English Language



Core Contents:

For the Extended Project Qualification students work semi-independently on a Level 3 project on a topic which interests them. The final outcome can be either a dissertation (approx. 6000 words), an investigation, an artefact or a performance. The project develops the student's ability to explore a subject or skill they are passionate about and helps to build more independent, reflective and critical learners by taking responsibility for a task.

Assessment:

100-120 hours of guided learning. Students are assessed on their ability to manage a project, use resources, develop/realise a project and review the project. It is worth half an A level in terms of UCAS points.

Qualities Required:

Independence, resourcefulness, resilience and organisational skills to see the project through to completion.

Future Prospects:

Universities value the EPQ as it prepares students for the demands of university assignments. It can form part of a university entrance offer.

We are very proud of the comments left by our Year 13 students this year so we thought we would share them with you.

"All of my teachers have been excellent; they have helped me when I have had any issues, aided me with my work and I get very detailed feedback on every single piece of work."

96% of students would recommend LCS 6th Form to others.

"Tutors and heads of year were very supportive and helpful during the UCAS process."

100% of students felt safe at LCS 6th Form.

"The teaching I have received at this sixth form has been outstanding"

89% of students were very happy with the extra support given with their A level subjects.

"They gave me extremely useful advice and it has really helped me improve my grades."

99% of students said that the quality of teaching is good – outstanding.

"I couldn't ask for better teachers, they are so kind and caring towards all students and treat us as if we were adults not students. I will miss them greatly."

95% of students found UCAS guidance and support in 6th Form is good – excellent.

"Very helpful and supportive - particularly throughout the UCAS process. I feel comfortable knowing that should I have any issues, they will do anything in their power to help resolve them."

Student Alumni

Keely Goodwin - A levels in Art, Music and Sociology at LCS. Now studying Adult Nursing at De Montfort University.

"Littleover Sixth Form supported me throughout my application, especially with my personal statement and the interview process. All my subject teachers were brilliant in enabling me to reach my grades needed for university and their teaching style has subsequently prepared me for the intensity of my course and the independence needed to succeed."



Hugo Milner - A levels in Biology, Geography and Maths. Now studying Environmental Science at Harvard University (USA)

"After LCS Sixth Form I went to study Environmental Science at Harvard University.

I have just finished my first year and it has been an incredible experience so far. From the fascinating people I met to the interesting things I learned, it was definitely worth all the hard work over the years. I want to thank LCS Sixth Form for all the help and guidance I received during A levels that enabled me to achieve my goals.

I thoroughly enjoyed Sixth Form and was supplied with knowledgeable advice, resources and teaching."



Aniruddh Rao - Physics at St. Anne's College, Oxford

LCS Sixth Form played a major role in my academic journey. The teachers, who guided me through A-levels in Maths, Physics, Computing, and Further Maths, delivered their lessons with clarity and conciseness. They were passionate about their subject and were always willing to answer any questions I had, ensuring I achieved the best grades possible. Furthermore, the support from the staff, particularly my form tutor and Mr. Archer, during the UCAS application process was invaluable. They went above and beyond to assist me in navigating through university admissions, ultimately resulting in offers from all five universities to study Physics. This would not have been possible without support from the Sixth Form. Additionally, the relaxed and friendly atmosphere I felt reduced the stress of exams and university applications. Throughout my time there, I encountered no issues, and I appreciated the welcoming nature of both the students and staff. The excellent facilities provided further helped my academic experience.

Overall, my two years at LCS Sixth Form was very enjoyable and I am immensely grateful for the outstanding education and support I received, which undoubtedly contributed to my overall growth and success."



Tom Oldroyd -

A levels in Economics (grade A), Maths (grade A), History (grade A*) and AS level in Music (grade A)

"I left LCS Sixth Form in the summer of 2017, going on to study Law at Pembroke College, University of Cambridge. Having completed my first year, I have found the work challenging but interesting, whilst the social life has been surprisingly good due to the many unique experiences on offer there. Stereotypes can misrepresent what studying and living in Cambridge is like and they almost put me off applying, so I am very grateful for the encouragement I received from the LCS staff who thought I should apply. Many teachers kindly gave up their time to give me advice and mock interviews, which was great preparation for the rigorous Cambridge application process. LCS Sixth Form helps you every step of the way through the somewhat daunting UCAS application forms, from writing personal statements to deciding which offers to accept."

Keerthika Rai – Girton College Cambridge

"My time at LCS Sixth Form was great in practically every way. The staff make you feel very supported through what is a highly stressful period of our lives: as well as being an empathetic ear during difficult times, the teachers have always been there whenever I needed extra help, whether that's going through tricky topics at lunchtimes or providing more practice questions to help with revision. Mr. D'Elia spent so many days after school supporting us through our university applications, giving feedback on our personal statements and helping with interview preparation. Furthermore, with our unprecedented A level experience, having Mr. Archer available to talk through any issues and email universities on our behalf felt more reassuring than I could ever express. All this being said, however - not to sound cheesy - but more so than anything, I loved my sixth form experience so much because it was a place where I felt comfortable, and happy. It was a place where I made great memories, met people who broadened my perspective of the world, and made close friends who I will cherish forever."



Lydia Moore -

A levels in Geology, Geography and Biology at LCS. Now studying Earth and Environmental Sciences at Lancaster University.

"I am currently enrolled in an Earth and Environmental Sciences degree at Lancaster University - which includes a year abroad which I am currently undertaking at Macquarie University in Sydney, Australia. Littleover Community School Sixth Form provided me with all the support I needed to complete my A levels to a high standard, from the excellent teaching staff who were willing to go above and beyond to help in any ways they could to all the resources and excellent facilities the Sixth Form provides."

Student Alumni

Andrew Rodwell
A-levels in Maths A*, Further Maths A, Physics A and Product Design A*. Now studying General Engineering on a Master's Degree at Josephine Butler College, University of Durham.

Whilst the transition from GCSEs to A-levels is already being known to be difficult, I started my time with LCS sixth form off the back of two years of GCSEs, which were massively interrupted by the Covid pandemic. LCS did everything in its power to give me the best possible opportunities to succeed, despite these setbacks.

The high standard of my work led to me being offered additional funding through the coveted Arkwright Engineering Scholarship. Throughout A-levels, the online portal, Go4schools made managing homework and viewing grades very straightforward, and meant that all the information I needed to study was easily accessible. Access to online resources for Maths and Further Maths meant I was never lacking for practice questions. LCS Sixth form provided me with all the support I needed to complete my A-levels to a high standard. This included good textbooks and dedicated, approachable, enthusiastic teachers, as well as good facilities and opportunities for trips and competitions.

LCS was also great at supporting me in completing my UCAS applications early and to a very high standard, as well as providing me with a positive reference.

I am now just at the tail end of my first year of a 4-year integrated masters (M.Eng) in General Engineering, and am currently considering specialisation into Mechanical Engineering with a focus on flow analysis and turbomachinery. Following this, I may do a doctorate while carrying out research in this area, as I am fascinated by fluid mechanics. General Engineering includes the core content of all of the major engineering streams. While the workload in the first year has been quite intense, keeping the focus broad has allowed me to keep my options open as to my future pathways.



YEAR 13 RESULTS - SUMMER 2025

Subject	No. of entries	A*/A	A*-B	A*-C	A*-E
Art	5	40%	80%	80%	100%
Biology	65	34%	62%	79%	100%
Chemistry	68	28%	62%	81%	99%
Computing	15	33%	60%	73%	93%
Economics	17	18%	59%	77%	100%
English Lang	11	36%	64%	91%	100%
English Literature	13	39%	69%	100%	100%
EPQ	26	31%	73%	92%	100%
French	2	100%	100%	100%	100%
Geography	8	25%	63%	100%	100%
Geology	7	43%	57%	100%	100%
History	23	17%	61%	91%	100%
Maths	79	44%	66%	86%	99%
Maths – Further	11	73%	91%	91%	100%
Media Studies	5	60%	100%	100%	100%
Physics	35	31%	57%	74%	97%
Politics	14	14%	50%	79%	100%
Product Design	11	18%	36%	82%	100%
Psychology	50	40%	80%	88%	100%
Religious Studies	12	17%	42%	75%	100%
Sociology	31	23%	61%	90%	100%
Spanish	5	100%	100%	100%	100%
Textiles	4	50%	100%	100%	100%
Total LCS	505	33%	66%	85%	99%
National (state schools)		25.2%		76%	97%
East Midlands (all schools)		23.8%		73%	97%

	LCS 2025	National 2025
Average A level points score (10 points difference between each grade)	39 (Average Grade – B)	35 (Average Grade – C)

Please note that some subjects that we offer at A level are missing from this list as we did not have viable groups in these subjects for this cohort. Please speak to the relevant departments at the 6th Form Open Evening if you would like to know historical exam results for any of these missing subjects.

“Sixth form is full of people who are self-motivated”
Year 12 Student

“Standards achieved are exceptionally high, being consistently above national averages across a full range of subjects... students made outstanding progress at Advanced Level.”
Ofsted

“Excellent support and guidance are given by the Sixth Form Pastoral Team.”
Ofsted

Student Destinations 2024

ABERYSTWYTH UNIVERSITY	Microbiology (with integrated year in industry) Computer Science (with integrated year in industry)
ANGLIA RUSKIN UNIVERSITY	Optometry
ASTON UNIVERSITY, BIRMINGHAM	Pharmacy MPharm Engineering and Applied Science Foundation Programme Healthcare Science (Audiology)
BIRMINGHAM CITY UNIVERSITY	Diagnostic Radiography with Foundation Year Primary Education with QTS
BOURNEMOUTH UNIVERSITY	Product Design
BRISTOL, UNIVERSITY OF THE WEST OF ENGLAND	Filmmaking
COVENTRY UNIVERSITY	Fashion Financial Economics
DEGREE APPRENTICESHIP	Ministry of Defence Rolls Royce (Engineering) Accountancy Almac Pharma Services - Laboratory Scientist Apprenticeship Solicitor - Pinsent Masons Civil Engineering at Coventry University Mechanical engineering Ministry of Defence Accountancy Apprenticeship - Royal Mail Nuclear Business Management Nuclear Engineering Structural Engineering
EDGE HILL UNIVERSITY	Sport & Exercise Science
HULL YORK MEDICAL SCHOOL	Medicine Medicine
KEELE UNIVERSITY	Pharmacy with Foundation Year
KING'S COLLEGE LONDON, UNIVERSITY OF LONDON	Medicine
LANCASTER UNIVERSITY	Theoretical Physics with Mathematics
LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE, UNIVERSITY OF LONDON	Law (Bachelor of Laws)
LOUGHBOROUGH UNIVERSITY	Mathematics with Economics (with placement year) Economics (with placement year) English and Sport Science Chemical Engineering with Foundation Year
MANCHESTER METROPOLITAN UNIVERSITY	Accounting and Finance Accounting and Finance Psychology with Foundation Year Accounting and Finance Business Management and French
NEWCASTLE UNIVERSITY	Psychology
NOTTINGHAM TRENT UNIVERSITY	Quantity Surveying and Commercial Management Software Engineering (with foundation year) Pharmacology Pharmacology Civil Engineering Bsc Psychology Construction Management
SHEFFIELD HALLAM UNIVERSITY	Radiotherapy and Oncology Primary Education (5-11) with QTS Quantity Surveying Operating Department Practice
STAFFORDSHIRE UNIVERSITY	Forensic Science
THE OPEN UNIVERSITY	Design BSC
UCL (UNIVERSITY COLLEGE LONDON)	Physics Chemical Engineering Astrophysics English

UNIVERSITY OF BIRMINGHAM	Law Politics and International Relations Chemical Engineering Geology Geology Economics Pharmacy	Politics and International Relations Psychology and Psychological Practice Psychology Palaeontology and Medicine Medicine
UNIVERSITY OF DERBY	Psychology Computer Science Nursing (Adult) with Foundation Year Fashion Design Accounting and Finance Biomedical Science Earth Sciences	Electrical and Electronic Engineering Computer Science Accounting and Finance Fashion Design with Foundation Year Civil Engineering Biomedical Science with Foundation Year
UNIVERSITY OF GLASGOW	History/Theatre Studies	
UNIVERSITY OF GLOUCESTERSHIRE	Paramedic Science Sports Performance	
UNIVERSITY OF HUDDERSFIELD	Podiatry	
UNIVERSITY OF LEICESTER	Biological Sciences (Biochemistry) Mechanical Engineering Computer Science with Foundation Year Physiotherapy	Operating Department Practice Midwifery with Leadership Law Law
UNIVERSITY OF LINCOLN	Geography	
UNIVERSITY OF LIVERPOOL	Accounting and Finance French Geography (Science)	Economics Economics Economics Medicine
UNIVERSITY OF MANCHESTER	Politics and French Chemical Engineering Law	Law Mathematics and Philosophy
UNIVERSITY OF NORTHAMPTON	Fine Art English	
UNIVERSITY OF NOTTINGHAM	Law Computer Science with Year in Industry Mechanical Engineering Liberal Arts Medicinal and Biological Chemistry Environmental Science Pharmacy Medical physiology and therapeutics Electrical & Electronic Engineering	Environmental Science Psychology Mechanical Engineering Pharmacy Medical Physiology and Therapeutics English with Creative Writing Medicine Mechanical Engineering including an Industrial Year History of Art and English Medicine
UNIVERSITY OF OXFORD	French and German	
UNIVERSITY OF PLYMOUTH	Optometry	
UNIVERSITY OF READING	Meteorology and Climate with a year in Oklahoma	
UNIVERSITY OF SHEFFIELD	Geography Geography Business Management	
UNIVERSITY OF WARWICK	Health and Medical Sciences Integrated Natural Sciences	
UNIVERSITY OF WOLVERHAMPTON	Pharmaceutical Science with Foundation Year	
UNIVERSITY OF YORK	Film and Television Production	

Notes

Applications

The deadline for applications is 4:00pm on Friday 5th December 2025.

Further information and application forms can be obtained from:

Mr. R. Archer, Head of Sixth Form
Littleover Community School
Pastures Hill
Littleover
Derby
DE23 4BZ
Tel: 01332 513219
Fax: 01332 516580
Email: admin@littleover.derby.sch.uk

"Sixth form students are very positive about their courses, and value the good relationships they have with their teachers. They enjoy their enrichment programme and the various responsibilities available to them, particularly assisting with lower school activities. Students comment favourably on the high quality guidance and support provided for them."
- Ofsted