LONDON ACADEMY OF EXCELLENCE TOTTENHAM

The Place for Academic Rigour

HEADTEACHER'S WELCOME

It is my pleasure to welcome you to the London Academy of Excellence Tottenham. The mission of our school is a simple one - to provide students with a first class academic education in the heart of Tottenham. Over the past seven years, I am proud that we have developed an ethos that focuses on outstanding academic achievement, but also prioritises the development of young peoples' skills and personal qualities thereby supporting them to make a positive contribution to society.

We place genuine value on the development of the whole student, pastorally and academically, and in this way our students can truly flourish.Students at LAE Tottenham study a curriculum made up of four academic A-Level subjects, giving them the opportunity to aim for the very best destinations for university and employment. The expertise we have developed and which we share through Highgate School, our education sponsor and our eight other partner schools aims to break down all barriers to top class higher education, regardless of the background of our students, ensuring that students not only gain a place at a top university or apprenticeship, but feel that they belong when they arrive. The destinations of successive cohorts over the past five years are testament to this.

We are also extremely fortunate to receive significant support from Tottenham Hotspur Football Club, including a state of the art school building adjacent to the Tottenham Hotspur stadium, the centre of regeneration in the North Tottenham area. Here, we have created an excellent learning environment, within which students create the culture of success. I am extremely proud to be Headteacher at LAE Tottenham and I'd encourage you to come and meet our incredible students and staff.

Jan Balon
Headteacher

London Academy of Excellence Tottenham is *The* Place for Academic Rigour

We believe in

ACADEMIC RIGOUR
"the importance of intellectual challenge"

SOCIAL RESPONSIBILITY
"acting for the benefit of others"

We focus on

ASPIRATION
"holding high ambitions"

ENDEAVOUR
"working hard to achieve"

COMMUNITY
"rooted in Tottenham"

REFLECTION
"always seeking to improve"

We create

A university driven curriculum containing demanding A level subjects

A culture which promotes learning as an intrinsic good

Partnerships with 10 leading independent schools to support the very best academic outcomes possible

A culture in which working hard is the norm

A focus upon homework and independent study

An authentically professional working environment

A co-curriculum that reaches out beyond the school gates

Higher academic aspirations in the local community

An authentic student leadership programme

An environment which challenges comfort zones thereby developing confidence and resilience

Wide-ranging opportunities for creativity in and beyond the curriculum

A pastoral system in a small school setting in which everyone's individual qualities are celebrated

LONDON ACADEMY OF EXCELLENCE TOTTENHAM

2023 DESTINATIONS

- Grades: 40% A*-A ; 73% A*-B
- 45 students to Oxford/Cambridge in the last four years
- 7 students on apprenticeships or degree apprenticeships, including JP Morgan, Goldman Sachs, Dojo and Balfour Beatty

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Name: Baaba N.
A Level Results: A B B

Destination: Goldman Sachs Degree Apprenticeship

Former Secondary School: Frederick Bremer School

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Name: Norbert B.
A Level Results: A* A* A* A

Destination: Imperial College London - Physics with Theoretical Physics

Former Secondary School: Duke's Aldridge Academy

LONDON ACADEMY OF EXCELLENCE TOTTENHAM
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Name: Meriem C.
A Level Results: A* A B B

Destination: King's College London - Physics with Astrophysics and Cosmology

Former Secondary School: Eden Girls' School

LONDON ACADEMY OF EXCELLENCE TOTTENHAM
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Name: Ardil D.
A Level Results: A* A* A* A

Destination: University of Cambridge - Engineering

Former Secondary School: Mulberry Academy Woodside

2023 DESTINATIONS

- Nearly 3/4 to leading universities
- 42% of students to global top 100 universities including Queen Mary - 37; King's College London - 21; Nottingham - 20; Warwick - 19; UCL - 10
- 18 Medicine or Dentistry places

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Name: Mominah R.
A Level Results: A* A A

Destination: University of Oxford - Biochemistry

Former Secondary School: Walthamstow School for Girls

LONDON ACADEMY OF EXCELLENCE TOTTENHAM
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Name: Nana O.
A Level Results: A A A

Destination: University of Nottingham - Politics and International Relations

Former Secondary School: Gladesmore Community School

LONDON ACADEMY OF EXCELLENCE TOTTENHAM
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Name: Stephanie N.
A Level Results: A* A* A A

Destination: University of Birmingham - Medicine

Former Secondary School: Enfield County School

LONDON ACADEMY OF EXCELLENCE TOTTENHAM
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Name: Khadijah J.
A Level Results: A B B

Destination: King's College London - Dentistry

Former Secondary School: Hornsey School for Girls

LIFE AT LAE TOTTENHAM

LAE Tottenham provides a stimulating learning environment for academically aspirational young people. In order to best prepare students for top universities and employment beyond, life at LAE Tottenham encompasses a variety of elements, both related to academics and personal development. The key areas of life at LAE Tottenham are:

1. An academically rigorous curriculum, with the vast majority of students studying four academic A-Level courses in Year 12
2. Weekly clubs and societies and opportunities for sport and exercise as part of the formal curriculum
3. A focus on social responsibility through weekly community projects through the first two terms of Year 12

In addition to this, all students benefit from a full careers programme centred around nine key strands, a comprehensive programme of UCAS support, including Oxbridge preparation and an extensive PSHE programme, designed to help students' personal development.

Pastorally, students are supported through tutors and year teams, which provides them with a clear point of contact for pastoral issues. Students receive regular tutorials focused not only on preparation for higher education and employment but also in helping them to develop the personal skills for success. In addition to this, an Assistant SENCO, a Mental Health Lead and School Counsellors are available to ensure that LAE Tottenham offers a supportive learning atmosphere for all students.

STUDENT TESTIMONIALS

"My time at LAET has been filled with nothing but support and encouragement from my teachers as well as my peers. Academically, LAET is challenging as promised which is why being surrounded by friends with equally high ambitions and teachers who care and strive for your success is such a positive environment to complete my A Levels in."
Chidera O., Year 13 Student at LAE Tottenham

"Coming to LAET was one of the best decisions I had made. The push that the school gives to excel in your academics has truly been beneficial in my success. The opportunities given here are rare and rewarding."
Can S., Year 13 Student at LAE Tottenham

"I was drawn to LAE Tottenham because of the core values of the school as well as the strong emphasis on ensuring that students are cared for emotionally and mentally. Additionally, the sense of belonging and community provided at LAE Tottenham provides students with the opportunity to develop a sense of identity."
Mominah R., LAE Tottenham Alumnus

"Students are pushed and encouraged to achieve their full potential. Not only are teachers knowledgeable and passionate about the subjects they teach, but you are also surrounded by peers who are aspiring for greatness. I strongly believe that the people you are surrounded by impacts you greatly."
Zina O., LAE Tottenham Alumnus

ART & DESIGN

COURSE CONTENT:

A-Level Art & Design offers students the freedom to develop an individual visual language ina rich and diverse two year course. Alongside creative making and thinking skills, students develop their ability to to critically analyse and understand the world around them and can include personal, societal, environmental, political and historical contexts that impact designers, artists and their audiences. We offer a vast range of facilities allowing students to immerse themselves in a broad range of media including textiles, installation art, animation, use of a ceramics kiln, printmaking, photography, painting and photoshop software.

Gaining an Art & Design A Level allows students to demonstrate invaluable interpersonal and analytical skills, therefore supporting applications to a diverse and far reaching range of courses and careers. For example past LAET students studying Art have gone on to the following destinations and courses:

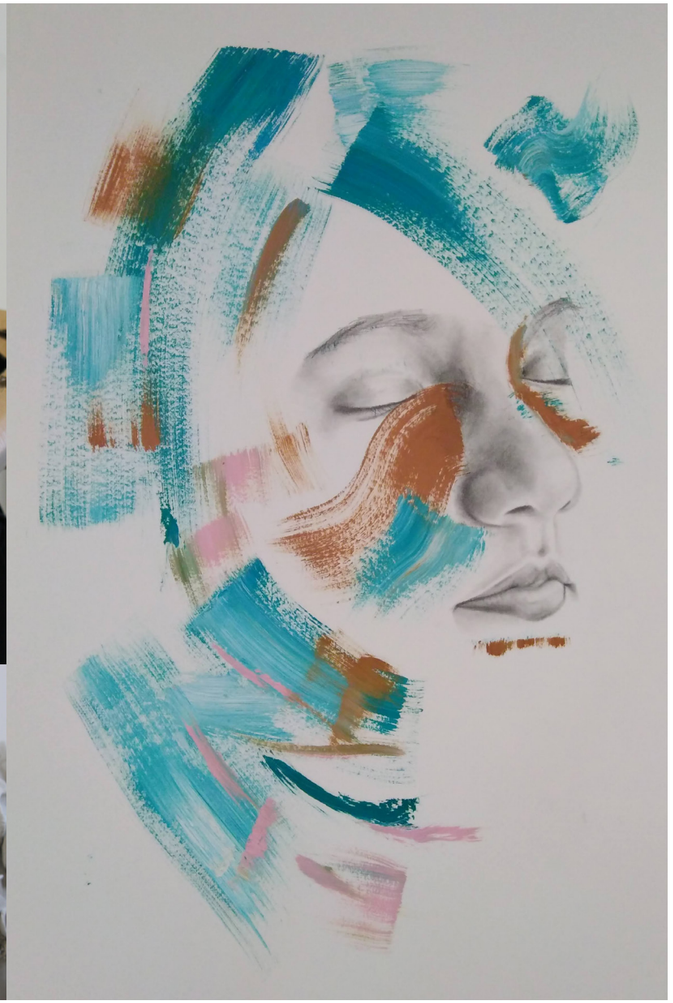
- Architecture at UCL, Bath, and Kingston
- Art & Design at Central St Martins, and Prince's Foundation school
- Animation at UAL, Middlesex
- Maths at City of London
- Politics at Warwick, Durham
- Medicine at Kings College London
- Psychology at Kings College London
- Bachelor of Arts and Science at the London Interdisciplinary School.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? Art & Design combines well with any other A-Level subjects.

EXAM BOARD: Pearson Edexcel Level 3 Advanced GCE in Art & Design (Fine Art 9FAO)

ENTRY CRITERIA:
A GCSE in Art

Those who have not studied Art at GCSE will still be considered if they show a passion for creativity, enthusiasm for contemporary or past artists, and can present work at an interview that shows some 2D or 3D skills.



BIOLOGY

COURSE CONTENT:

The reason GCSE sciences are compulsory is to produce a scientifically literate population, and the Biology taught in secondary schools does indeed give a brief grounding in what is, in very broad brushstrokes, more or less the entire field. But by choosing to study Biology at A-Level, you begin the journey towards becoming an expert, and that means going back and filling in all the intricate and fascinating detail. You will already recognise the topics that are covered by the specification, but what will amaze you is the truths that were just too complicated to include at GCSE. Biology is both the most content rich and the most varied of all A-levels. Variation is built into Biology; it is an integral part of the fabric of life. In studying Biology you will not only learn how to understand big, abstract, multifaceted concepts, but also how to apply this understanding to recognise the principles at work in the complexity before you, to see the familiar in the apparent disarray, to spot the patterns in the data and make the links that elude less flexible thinkers.

Biology classes at LAE Tottenham are taught by two teachers, simultaneously leading students on different but complementary journeys through the specification. With one teacher you will start at the molecular level, beginning with that most essential molecule of all - water - and working though molecules of increasing complexity until you master the most extraordinary molecule of them all, DNA, first at the personal level, then at the population level - from which vantage point you will be ready to explore ecosystems, and the flow of matter and energy through them - and then finally on to the level of genetic engineering. Meanwhile your other teacher will be taking you from the shared unit of all life - the cell - via organs and organ systems to disease, and then on into one of Biology's biggest ideas - homeostasis.

Biology at A-Level prepares students to continue their journey down any of the myriad possible pathways into expertise that are available to the accomplished biologist, be that in genetic engineering, environmental sustainability, medicine, or any other of an ever increasing choice of avenues into the science with the fastest moving cutting edge of any discipline.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? Chemistry and Mathematics

EXAM BOARD: AQA

ENTRY CRITERIA:
Two 7s in Combined Sciences or 7 in Biology
7 in Maths
7 in either English Literature or English Language

CHEMISTRY

COURSE CONTENT:

Chemistry is fascinating and far ranging. We know something about the chemistry of stars and we know much about the chemistry of life. There are just over one hundred different elements, but their possible and actual combinations are so many as to seem infinite. Chemistry occupies a central position among the sciences. It has important interfaces with mathematics and physics, with engineering, and with biology and medicine. The study of Chemistry, with its uniquely wide span within the scientific spectrum, is an excellent way to develop your intellect. You acquire not only a powerful battery of analytical skills for problem solving, but also the ability to analyse critically and to ask the pertinent questions.

If you are looking ahead to higher education, then A-Level Chemistry is essential if you are considering studying medicine, dentistry or veterinary science. It is also recommended if you are thinking of studying engineering or environmental sciences.

In Year 12 you will be introduced to concepts of atoms and molecules, chemical bonding and the Periodic Table with emphasis on the elements and compounds of Groups 2 and 7 by one teacher. You will then continue by looking at chemical energetics, reaction rates and chemical equilibria. With your other teacher you will be introduced to the atomic structure and quantitative chemistry. In the spring term you will study organic chemistry via hydrocarbons, alcohols and their derivatives involving the study of modern instrumental techniques such as chromatography and spectroscopy.

In the first term of Year 13 you will concentrate on extending your organic chemistry through the study of aromatic compounds, carbonyl compounds, carboxylic acids and their derivatives, and nitrogen compounds to polymers with one teacher. The aim of this is to provide you with a deeper knowledge of organic chemistry and an understanding of how it shapes the natural world, whilst providing many important products. In parallel you will study physical and inorganic chemistry which enables you to develop a quantitative and more in depth approach. You will explore the more advanced aspects of reaction rates and chemical equilibria combined with a study of acids, bases and buffers. The remaining section introduces you to topics such as entropy, lattice energies, electrode potentials and the transition elements. Laboratory work is a central part of the subject and you will undertake a variety of experiments and be assessed at various stages during the course.

The course assessment requires you to take three written papers completed at the end of Year 13. Papers 1 (Periodic Table, Elements and Physical Chemistry) and 2 (Synthesis and Analytical Techniques) include a number of multiple choice questions, followed by structured and extended response questions. Both papers cover theory and practical skills. Paper 3 (Unified Chemistry) covers the entirety of the course and only contains structured and extended response questions. Practical work is teacher-assessed and is reported separately.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? Biology, Physics and Mathematics

EXAM BOARD: OCR A H432

ENTRY CRITERIA:
Two 7s in Combined Sciences or 7 in Chemistry
7 in Mathematics

COMMUNITY LANGUAGES

In addition to our core curriculum, we also offer a programme of Community Languages, aimed at native speakers who are keen to perfect their language skills and delve into aspects of history, society, culture and politics of the country or countries where the language is spoken. We currently offer A-level courses in Arabic, Italian and Turkish, and we follow the Edexcel specification for all languages.

Teaching time for these subjects is significantly less than those in the core curriculum: students can expect to have 1.5 hours of contact time per week and this will usually take place after school.

Many students find that taking a Community Language in addition to their core subjects is not only rewarding but also helps to set them apart when considering applications to higher education.

COMPUTER SCIENCE

COURSE CONTENT:

A level Computer Science is a practical and rigorous course where you apply academic principles, learnt in the classroom, to real-world systems. It is a creative subject that combines invention and excitement. Our qualification values computational thinking, helping you develop the skills to solve problems, design systems, and understand the powers and limits of human and machine intelligence. These concepts lie at the heart of this qualification and are the best preparation if you want to study computer science at a higher level. Yet A level Computer Science also provides a good grounding for other subjects that require computational thinking and analytical skills.

A-Level Computer Science consists of two exam papers, each 2 hours 30 minutes long and each worth 40%. Paper 1 tests more of the theoretical aspects of the course. Whereas Paper 2 focuses more on testing your ability to read and write algorithms. The remaining 20% comes from your coursework.
The coursework assesses your ability to take on a significant problem and produce a solution to it. Despite the large programming element, you will actually be marked on the documentation you produce. This will typically consist of an analysis, designing the solution, annotated code showing your finished solution, tests demonstrating that your solution works and an evaluation.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? Mathematics and Languages

EXAM BOARD: OCR

ENTRY CRITERIA:
7 in Mathematics and 7 in Computer Science. If Computer Science GCSE is unavailable, then 8 in Mathematics is required. To succeed you would need to already have a firm grasp of programming.

DRAMA

COURSE CONTENT:

Why study Drama & Theatre Studies? You will become part of a creative, reflective community, where you develop confidence, communication, team building, listening and analytical skills. Students will learn to think critically and analytically, and develop their imagination, equipping them with important transferable skills for life after school. This includes:

- Self confidence and belief, and the ability to communicate effectively with others
- Excellent time management and leadership skills
- The ability to work under pressure

Significant opportunities for collaboration exist with students of English Literature at LAET, Partner Schools including Highgate, and local Arts Centres including Bernie Grants Arts Centre in Tottenham. Drama workshops and visits to the theatre are already a regular occurrence for students of English Literature at LAET: drama students will have the chance to go on these trips as well as attending performances specifically related to the A-level course. "In 2023 a group from LAET performed a prize-winning play that one of the students had written at the prestigious Edinburgh Fringe Festival.

We study plays from the point of view of director, designer, writer, performer and critic. Students will acquire the knowledge and understanding of the language of drama and theatre, as well as developing performance and analytical skills.

Component 1: Devising (40% of qualification, 80 marks)
Students devise an original performance piece using one key extract from a performance text and a theatre practitioner as stimuli. This internally assessed (externally moderated) unit has two parts: a portfolio of 2,500 – 3,000 words and a performance or design realisation.

Component 2: Text in Performance (20% of qualification, 60 marks)
Students participate in both a group performance of one key extract from a performance text and a monologue or duologue of an extract from another performance text.

Component 3: Theatre Makers in Practice (40% of the qualification, 80 marks)
This two and half hour written examination is divided into:

Section A: Live Theatre Evaluation - Students answer one extended response question, from a choice of two, analysing and evaluating a live theatre performance seen.

Section B: Page to Stage: Realising a Performance Text - Students answer two extended response questions based on an unseen extract from a performance text studied. How would you perform the extract? Students answer from the perspective of a performer and a designer.

Section C: Interpreting a Performance Text - Students answer one extended response question, from a choice of two, based on an unseen named section from the chosen performance text. They must outline how the work of the chosen practitioner has influenced the overall production concept and demonstrate awareness of the performance text in its original performance conditions.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? As a practical, physical subject, Drama & Theatre Studies combines well with any subject. English Literature, Art and Music are obviously useful combinations, but it can work as an alternative way of thinking of any Humanities subject, Science and Mathematics.

EXAM BOARD: Edexcel - though this is subject to change

ENTRY CRITERIA:
7 in GCSE English. There is no need to have studied GCSE Drama but a commitment to drama - school productions, for example - is advised.

ECONOMICS

COURSE CONTENT:

Why did the global economy enter recession in 2008 and have we learned how to prevent this from happening again? What level of inequality should be tolerated in society? Is taxation really the best way to prevent smoking?

Economics is a wide ranging discipline that attempts to provide answers to a broad range of issues such as these that affect our everyday society. Technically rigorous and conceptually unique, Economics will train you to be a critical and analytical thinker.

We currently follow the Edexcel Economics 'A' syllabus, which is split into the following four 'themes':

Theme 1: Introduction to markets and market failure.
How the market works and why some markets may not always work perfectly?

Theme 2: The UK economy – performance and policies.
We explore key macroeconomic indicators such as economic growth, inflation and unemployment, and learn how taxes, spending and interest rates can be used to manipulate these.

Theme 3: Business behaviour and the labour market. This theme provides the tools for examining costs, revenues and profits and explores how the behaviour of a firm is affected by the amount of competition in a market (determined by the number of firms and their degree of market power).

Theme 4: A global perspective. This theme explores how economies interact with each other, bringing an international dimension to economics. It includes an in depth study of trade, protectionism and exchange rates. We also study Development Economics.

As this is a linear A Level course, all assessment will take place at the end of the two years.

An aptitude for Mathematics is desirable. You never have to deal with complicated formulae at A-Level, but you must have the ability to think logically and in the abstract. Most economic diagrams involve modelling relationships between variables on a set of axes so a good conceptual understanding for diagramming relationships between variables is needed. In the words of John Maynard Keynes: "Economics is a method rather than a doctrine, an apparatus of the mind, a technique of thinking which helps its possessor to draw correct conclusions". In essence, good economists must be able to think logically, express themselves clearly and have an interest in global issues. The individual who possesses these skills is likely to enjoy the subject because it is logical and it will allow you to understand the forces that are shaping the global economy.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? Mathematics, Further Mathematics, Politics, Geography or History. Note that Mathematics A-Level is a requirement to study Economics at university.

EXAM BOARD: Edexcel - Economics A

ENTRY CRITERIA:
7 in Mathematics
7 in English Literature or English Language

ENGLISH LITERATURE

COURSE CONTENT:

In English Literature students study an exciting range of set texts from *Small Island* by Andrea Levy and *The Reluctant Fundamentalist* by Mohsin Hamid to *Paradise Lost* by John Milton and *Hamlet* by Shakespeare.

English Literature A-level brings together aspects of Politics, Philosophy, Art, Anthropology, History and the History of Science, making it a great choice to add breadth and depth for any culturally-engaged student.

There is significant student choice involved in the Coursework Component – including the opportunity to do some creative writing. We currently study *A Streetcar Named Desire* by Tennessee Williams alongside a novel and a poetry collection selected by teachers.

Students develop their reading skills and become highly capable writers and thinkers who can set up a provocative thesis, argue, compare and evaluate.

Year 12 begins with the Migrant fiction unit, co-taught by both class teachers. Students study two novels in comparison (currently *Small Island* and *The Reluctant Fundamentalist*) and learn about how and why migration has become such an integral part of British and American societies over the last two centuries. From the start of February until the end of the year, students study Shakespeare with one teacher (currently *Hamlet*) and coursework texts with the other. The OCR syllabus encourages us to teach Shakespeare's work not only as text but also as living drama that is constantly re-interpreted in performance, and we regularly visit the theatre for students to learn from this in practise. Over the summer, students plan their longer coursework task comparing a modern novel and a drama.

When they return in Year 13 they will study two 'pre-1900' texts in comparison, currently Books 9 and 10 from John Milton's epic poem *Paradise Lost* along with John Webster's tragedy *The Duchess of Malfi*. After the Mock Examinations, students have time to deepen and broaden their knowledge of text, context and interpretations, and refine their written responses in preparation for public examinations. The English Department run regular extension sessions, where students read and discuss a range of literature beyond the syllabus. London is the literary capital of the world and pupils have the opportunity to watch plays and to visit historically significant locations. A number of university professors and acclaimed writers have delivered lectures and the English Department and students organise an Arts Festival at the end of the academic year. All students are encouraged to enter essay prizes and competitions including the English and Media Centre Magazine Close Reading Competition.

English Literature is a traditional academic discipline very highly regarded by employers and universities: those who study Undergraduate English go on to work in advertising, law, finance, television and radio, journalism, publishing and public relations - we don't all become English teachers!

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? History, Politics, Languages, Art, Psychology. An alternative way of thinking (and a way to develop writing skills) for Scientists and Mathematicians.

EXAM BOARD: OCR

ENTRY CRITERIA:
7 in English Literature or English Language

FRENCH

COURSE CONTENT:

Students study a range of topics covering aspects of social and political change as well as artistic culture in the Francophone world. The four key themes are:

Aspects of French-speaking society: current trends
The changing nature of family; the 'cyber-society'; the place of voluntary work

Aspects of French-speaking society: current issues
Positive features of a diverse society; life for the marginalised; how criminals are treated

Artistic culture in the French-speaking world
Culture and heritage; contemporary francophone music; cinema

Aspects of political life in the French-speaking world
Teenagers, the right to vote and political commitment; demonstrations & strikes; politics and immigration

Students learn to discuss and debate pertinent questions linked to these topics, to listen and summarise the views of others, to read and show understanding of related texts and to translate short paragraphs both from and into French. The study of grammar is also a key part of the course, and we will build on GCSE knowledge in this regard.

Modern linguists also learn to critically analyse French literature and film, and this aspect of the course is often particularly appealing to our students. In Year 12, students study 'La Haine', a film about life in the gritty Parisian suburbs. In Year 13, students study a literary work. Examples of books studied in recent years include Voltaire's masterpiece 'Candide' and Maupassant's classic short story 'Boule de Suif'.

They also conduct detailed research into an aspect of the Francophone world that they find interesting, which forms the basis of the speaking assessment. French students at LAE Tottenham benefit from a weekly conversation class with a native speaker language assistant.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? Modern foreign languages can enhance any other course. Dual linguists have the option to study Spanish. The study of grammatical patterns and structures also tends to appeal to logical minds, so modern foreign languages can complement mathematics and the sciences as well as other arts subjects. Having an A-Level in modern foreign languages allows the possibility of studying abroad in the future, even if students do not pursue a foreign language at university.

EXAM BOARD: AQA

ENTRY CRITERIA:
7 in French

GEOGRAPHY

COURSE CONTENT:

Geography is the subject which explicitly engages with the relationship of human societies to each other over space and time, and their relationship with their environment at a variety of scales. Interpreting the world from a geographical stance involves challenging assumptions and critiquing evidence from a diverse range of stakeholders and sources.

Desirable attributes for A-Level Geography:

- An inquiring mind
- An interest in the world, people, places and environments
- An interest in practical fieldwork beyond the classroom
- An ability to design an independent personal investigation and write fluently
- An understanding of complex inter-relationships in a synoptic context
- An appreciation of current affairs at the local, national and global scale

The course includes a varied mix of content and skills, including observation, measurement, analytical, geospatial mapping skills, data manipulation and statistical tests, and fieldwork skills. The transferable skills acquired, including technical and interpersonal, are highly desirable and sought after by future employers.

Physical systems, human interaction, geographical debates (written papers: 80%)

There will be three papers in total:

Paper 1: Physical Systems (1hr 30 min)
Earth's life support systems
Coastal Landscapes

Paper 2: Human Interactions (1hr 30min)
Changing spaces, making places
Power & borders
Global migration

Paper 3: Geographical Debates (2hr 30min)
Hazardous Earth
Exploring oceans

Investigative geography (non-examined assessment: 20%)
We are excited to offer students the chance to carry out an individual investigation based on a question or issue defined and developed by them. The investigation will include data collected in the field, and can relate to any part of the course content. This unit is assessed by a written project/geographical investigation, marked by teachers and moderated by the exam board.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? "Geography is highly valued by universities, combines well with both arts and science subjects. It can be a facilitating subject - that is a subject most likely to be required or preferred for entry to degree courses… Geography opens doors to other degrees such as business and administrative studies, law, engineering & technology, and other social physical sciences. Geography was also found to be the most relevant A Level subject in teaching students about climate change."
- Royal Geographical Society.

EXAM BOARD: OCR

ENTRY CRITERIA:
7 in Geography

HISTORY

COURSE CONTENT:

Students will concentrate chiefly on two papers, each constituting 40% of the final A-Level grade. Outlined in more detail below, these consist of a breadth study covering a century of modern British history and a depth study of the French Revolution.

In addition, for the final 20% of the A-Level grade, towards the end of Year 12 students start to work on an independently researched coursework essay of 4,500 words that is formally assessed in Year 13. For this, students choose from a list of questions covering either political, socio-economic or cultural change in Russia across the period 1861-1977.

Breadth Study: 1G: Challenge and Transformation, Britain 1851-1964:

- Reform and challenge, c1851-1886
- Challenges to the status quo, c1886-1914
- The Great War and its impact, 1914-1939
- Transformation and change, 1939-1964

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments?

Depth Study: 2H: France in Revolution, 1774–1815:

A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

Y12: The end of Absolutism and the French Revolution, 1774–1795

- The origins of the French Revolution, 1774–1789
- The experiment in constitutional monarchy, 1789–1792
- The emergence and spread of the Terror, September 1792–1795

Y13: The rise of Napoleon and his impact on France and Europe, 1795–1815

- The Directory and Napoleon's rise to power, 1795–1799
- The impact of Napoleon's rule on France, 1799–1815
- The impact of Napoleon's rule on Europe, 1799–1815

Opportunities also arise for students to explore alternative periods from those formally covered in the A-Level syllabus through supported entry into national essay competitions, collaborative events with LAE Tottenham's independent partner schools and an academic extension programme that invites participating students to attend public lectures in London and Cambridge.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? Economics, Politics, English Literature and Languages in particular. An alternative way of thinking (and a way to develop writing skills) for Scientists and Mathematicians.

EXAM BOARD: TBC

ENTRY CRITERIA:

7 or above in English Language, and if taken at GCSE, a 7 or above in History (as no prior knowledge of the A-Level content is required).

MATHEMATICS

COURSE CONTENT:

Why study Mathematics? Our world is increasingly quantitative, so the study of Mathematics is important across a range of academic disciplines and professions. However, Mathematics is also a fascinating subject in its own right and, as with other A level choices, simply enjoying the subject is a perfectly valid reason to pursue it to A level.

Problem solving is at the heart of what you will do, learning maths through exploration and investigation, using pen and paper as well as technology. Our objective is to challenge, inspire, encourage and support students to explore and enjoy maths. We aim to pursue both academic excellence and the necessary problem solving and independent learning skills to enable our students to succeed in A-level Mathematics and then in quantitative studies at degree level.

All our A level mathematicians study compulsory content in pure and applied mathematics. Applied mathematics is split in equal proportion between mechanics and statistics, and the overall balance between pure mathematics and applications is 2:1.

In applied mathematics, you will learn how to simplify the complexity of the real world without losing the ability to make accurate, justifiable predictions about its behaviour. As mechanics is the study of the laws that describe motion and stasis, you will learn to apply Newtonian principles in order to answer questions like: at what angle should I kick a football to attain the greatest range? Why does my stomach lurch when a lift comes to a stop?

Statistics is the drawing of inferences in the presence of uncertainty. If you flip a coin ten times and it lands on tails every time, would you say the coin is biased? You will learn to use probability to answer such questions and develop the statistics you have learnt at GCSE, discovering new ways of analysing data to compare populations.

Students will sit all examinations at the end of Year 13 in the form of three papers - two in pure mathematics and one in mechanics and statistics. LAET has a thriving recreation maths community centred on our Maths Club, a time to explore and play with maths and open to all. Many Sixth Formers enter the UKMT Senior Maths Challenge and we support various team competitions.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? Through A level Mathematics you will develop your problem-solving skills and mathematical reasoning, and your communications skills and statistical literacy. Students often enrol in mathematics alongside other STEM subjects as well as social sciences. The skills learnt in pure mathematics and mechanics will support future study in subjects like physics and the natural sciences, while statistics has many applications in economics, geography and the human sciences. That said, if you wish to pursue the most mathematically demanding courses after LAET, then A level Further Mathematics is often desirable.

EXAM BOARD: Pearson / Edexcel A Level

ENTRY CRITERIA:

7 in Mathematics

A level Mathematics is a challenging subject, requiring commitment, enthusiasm and a strong grasp of the more advanced skills covered at GCSE level. If you have not achieved a 7, or preferably, an 8 or 9 at GCSE then A level Mathematics is not a feasible option. It is not unusual for Sixth Formers to underestimate the challenge of A level Mathematics, which is a considerable step up from GCSE. Many also overestimate the necessity of mathematics for university courses, and you should check entry requirements of your chosen subject carefully. It is worth remembering that a high grade in a different subject will almost always be more advantageous than a low grade (less than a B) in mathematics.

FURTHER MATHEMATICS

COURSE CONTENT:

Why study further mathematics? Reason one: because you love maths! You cannot study A level Further Mathematics without studying A level Mathematics, hence Further Mathematics students devote fully ½ of their Year 12 timetable to the study "The Queen of Sciences" (F. Gauss). The transferable skills of logical thinking and clear expression are invaluable across the full range of academic subjects, and not just quantitative subjects like physics and engineering. Further Mathematics is undoubtedly a challenge but that is also one of the main reasons why it is so highly regarded, and the reason why those who have successfully completed the course are often so proud of their achievements.

Problem solving is at the heart of what you will do, learning maths through exploration and investigation, using pen and paper as well as technology. Our objective is to challenge, inspire, encourage and support students to explore and enjoy maths. We aim to pursue both academic excellence and the necessary problem solving and independent learning skills to enable our students to succeed in A-level Further Mathematics and then in quantitative studies at degree level. There are three strands to our course:

In pure mathematics, you answer many intriguing questions. How can you solve the equation $x^2 = -4$? Why can't you solve $x^2 + 5y^2 = 10003$ in whole numbers? How does the calculator 'know' the values for sine and cosine?

In mechanics, you study motion and change: why do you fall backwards when the tube carriage lurches forward? How do you kick a football over the goalkeeper and into the net? Why can you predict solar eclipses next century but not the weather next Tuesday? Classical mechanics will be particularly fascinating if you are interested in physics and engineering.

In statistics, you learn to make justifiable inferences despite the ineradicable presence of uncertainty. We are surrounded by data to an unprecedented degree, and the ability to accurately interpret data is increasingly important in natural and human sciences.

You sit all papers, for both A level Mathematics and A level Further Mathematics, at the end of Year 13. LAET has a thriving recreation maths community centred on our Maths Club, a time to explore and play with maths and open to all. Many Sixth Formers enter the UKMT Senior Maths Challenge and we support various team competitions.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? A level Further Mathematics equips you with the tools necessary to explore mathematics far beyond that of single mathematics, and you become much more mathematically literate as a result. Students often combine their study of A level Further Mathematics with maths-intensive subjects such as Physics and Computer Science as it paves the way for degree study in many quantitative subjects such as mathematics, computer science, engineering, or any of the sciences at university. It is also highly respected across all academic disciplines. For example, law and philosophy admissions tutors will be delighted by the prospect of teaching a further mathematician.

EXAM BOARD: Pearson / Edexcel A Level

ENTRY CRITERIA:

8 in Mathematics

If you love mathematics and would like to devote a major portion of your study time to the subject, and if you achieve 8 or above at GCSE level, then you will enjoy A level Further Mathematics. You do not need to be the best in your class to succeed; interest and commitment are far more important than stellar performance in every test.

MUSIC

COURSE CONTENT:

Each year, study is divided into three areas: performing, composition, and listening, analysis and historical study. Outside lessons, we offer a range of ensembles and performance and recording opportunities, as well as a weekly individual instrumental tuition.

Performing

You are expected to do most of your practice with individual instrumental teachers and at home. Our Department allows you time to practise under supervised conditions, where our staff provide an independent view of and feedback on your pieces. You are also made aware of the requirements of the performance exam and prepare for it. Practice performances take place over the two years and you are expected to perform regularly in school. Your performance is examined in a final recital at the end of Year 13. By the end of the course, pupils should aim to perform pieces of grade 8 standard in order to attain the highest marks. Pupils can perform through one of the following, or through a combination: instrumental or vocal solo and/or in an ensemble; production via technology.

Composition

We begin with a thorough grounding in harmonic understanding and exploration of compositional techniques and styles from across the Western Classical tradition to minimalist and expressionist techniques. Specific composition work is then tackled and each pupil must compose two pieces. One composition must be in response to an externally set brief and the other composition is freely composed by the pupil in any style. Briefs may include different stimuli such as: a poem or a piece of text; photographs, images, or film. Compositions can be written on traditional notation software such as Sibelius or can be produced on music technology software such as Logic.

Listening, analysis and historical study

Our course is based around in-depth study of different historical periods, starting with Baroque, Classical and Romantic and moving into contemporary styles such as pop and film music. As well as studying the broad characteristics of a historical period, there is also the opportunity for you to study set works in greater analytical detail. Listening & analysis is assessed in one exam which includes short answer listening questions and extended written analysis questions.

What skills will I gain? You will develop motivation, determination and perseverance; confidence in performing before an audience; teamwork; creativity; self-discipline and good time management; advanced composition skills; aural awareness; independence and self-directed learning; thinking laterally, critically and creatively; problem-solving; and interpretative and comparative thinking skills.

What can I do next? A level Music is an excellent preparation for university, employment and life. You will develop the in-depth subject knowledge and understanding which are so important to universities and employers. Although our course of study is especially suitable for those who aspire to read music at university, it will also appeal if you wish to further your involvement and skills in music for its own sake. Many of the skills you will develop are not only relevant to further study in other disciplines but are also valued as important skills for success in the modern world.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? Any course.

EXAM BOARD: ABRSM

ENTRY CRITERIA:

A grade 7 or above in GCSE Music.
Grade 6 standard on your first instrument or equivalent for music production.

PHILOSOPHY & RELIGION

COURSE CONTENT:

Philosophy and Religion engages with ultimate questions about what it is to be human and the nature of reality. It seeks to unpack these through analytic and coherent thought. It is supremely rational in its approach, encouraging you to structure answers through strong argumentation. Its ultimate concern is epistemological: what can we know and how can we know it. From this base, it takes you on an exciting journey through the history of thought, challenging faulty reasoning and hidden assumptions.

Philosophy of Religion – 2 hour written exam

- Influences of Plato and Aristotle on philosophical thought
- Mind and body, and the nature of the soul
- The existence or non-existence of God
- The nature of religious experience
- The problem of evil
- The nature of God
- Issues in religious language

Religion and Ethics - 2 hour written exam

- Ethical theories and their application to contemporary issues
- Ethical language and thought
- The question of conscience
- Ethical thought and religious beliefs

Developments in Religious thought - 2 hour written exam

- Beliefs, values and teachings
- Wisdom and authority
- The relationship between different practices and religious identity
- Social and historical developments
- Religion and society

Desirable Attributes

No prior knowledge is required but an inquiring mind is essential, and a love of asking the 'big questions'. This is an essay-based subject with extensive reading as a necessary part of the course.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? The course works well with all subjects. With the humanities, it shares an interest in what it is to be human. With the sciences and mathematics, it shares an interest in rigorous analytic thought.

EXAM BOARD: OCR

ENTRY CRITERIA:

7 in Religious Studies preferred, however as no prior knowledge of the A-Level content is required, 7 in History, English Language or English Literature would also suffice.

PHYSICS

COURSE CONTENT:

The goal of Physics is to understand how things work from first principles. We aim to reveal the Mathematical beauty of the universe at scales ranging from everyday phenomena down to the subatomic and up to the cosmological level. Physics is an essentially practical subject so we will look at how to conduct experiments and draw conclusions from our results. We link this to the theory behind Physics and how to explain and predict the behaviour of our world and universe in mathematics.

Students who study Physics are prepared to work on forefront ideas in science and technology, in academia, the government, or the private sector. Careers might focus on basic research in astrophysics, cosmology, particle physics, atomic physics, photonics or condensed matter physics, or in more applied research in areas such as renewable energy, quantum information science, materials development, biophysics, or medical physics. Careers could also include teaching, medicine, law (especially intellectual property or patent law), science writing, history of science, philosophy of science, science policy, energy policy, government, or management in technical fields.

The A-Level Physics course covers a wide range of physical phenomena. You can expect to spend a lot of time carrying out experiments and investigations physical phenomena. We will help you develop your understanding of these and be able to apply scientific, and testable, theories and mathematical problem solving skills.

Some of our students have been working with UCL carrying out genuine academic research developing skills that would often be part of a master degree, we have also sent students to a CERN summer school.

Studying Physics strengthens quantitative reasoning and problem solving skills that are valuable in almost any career. Physics teaches students how to analyse complex problems and they give students a strong quantitative background that can be applied in any technical field. Being a good physicist requires the application of numbers to the real world, so many people looking for a career using mathematical skills e.g. finance will study Physics.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? It is often said that Mathematics is the language of Physics, so Mathematics combines very well with Physics. Further Mathematics combines twice as well; the overlap is almost half an A-Level. Some of the Physics content is also directly referred to in Chemistry.

Physics A-Level is a requirement for degree courses in Physics, Engineering and, usually Materials Science.

EXAM BOARD: OCR (Physics A H556)

ENTRY CRITERIA:

7 in Physics or Two 7s in Combined Sciences
7 in Mathematics

POLITICS

COURSE CONTENT:

Politics is about power; who has it, who wants it and what they would do with it. At A Level students explore the systems and the key debates within both Westminster and Washington. You will gain knowledge, and form opinions, on questions such as 'how democratic is the UK?', 'was Trump an imperial President?', 'is Liz Truss right-wing leader?' and 'are civil rights effectively defended in the USA?'.

The course also examines the theoretical underpinnings of the main ideologies, with time spent analysing liberalism, socialism, conservatism, and nationalism. Students develop critical writing, oral and analytical skills. Debate and discussion are an essential element of classes, with differing viewpoints encouraged and an expectation that students will learn to listen to others, as well as develop the ability to defend their views logically and academically.

Politics is predominantly an essay-based subject, so students should expect to write at length. They will also need to keep up-to-date with the news and current affairs through reading quality newspapers and journals, listening to podcasts and relevant radio shows, and watching news programmes.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? History, Economics, and Geography have the most obvious crossover in terms of skills and content, but the skills taught are also useful for subjects such as English, and provides a contrast for scientists, mathematicians and artists.

At University, Politics has links again with History and Economics, but also with languages, Philosophy, Sociology and Law.

EXAM BOARD: Edexcel

ENTRY CRITERIA:
7 in GCSE History or English Literature or Language

PSYCHOLOGY

COURSE CONTENT:

Students will cover the main approaches within psychology and try to answer questions such as 'What makes some people aggressive?', 'Why is early attachment so important?', 'How reliable is our memory?' and 'Is mental illness due to biology or environment?

During the course students will be expected to:

- Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues
- Apply psychological knowledge and understanding to new situations
- Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods

Knowledge and understanding of research methods, practical research skills and mathematical skills will be taught. These skills will be developed through study of the specification content and through ethical practical research activities, involving::

- Designing research
- Conducting research
- Analysing and interpreting data.

You will be assessed on a range of topics across three papers, each of which will be a two hour long written exam:

Paper 1: Introductory topics in Psychology

- Social influence
- Memory
- Attachment
- Psychopathology

Paper 2: Psychology in Context

- Approaches in Psychology
- Biopsychology
- Research methods

Paper 3: Issues and options in Psychology

- Issues & Debates
- Gender
- Schizophrenia
- Aggression

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? Any science subject, especially Biology, will be beneficial because you should approach the study of the mind, emotions and behaviour like a scientist. You will find that with any subject, there is an overlap and link with psychology as it is so relevant in many other subjects and disciplines.

EXAM BOARD: AQA

ENTRY CRITERIA:
Two 7's in Science, 7 in English Language or Literature, 7 in Maths

SPANISH

COURSE CONTENT:

Students study a range of topics covering aspects of social and political change as well as artistic culture in the Hispanic world. The four key themes are:

Aspects of Hispanic society
Modern and traditional values; cyberspace; equal rights

Multiculturalism in Hispanic society
Immigration; racism; integration

Artistic culture in the Hispanic world
Modern day idols; Spanish regional identity; cultural heritage

Aspects of political life in the Hispanic world
Today's youth, tomorrow's citizens; monarchies and dictatorships; popular movements

Students learn to discuss and debate pertinent questions linked to these topics, to listen and summarise the views of others, to read and show understanding of related texts and to translate short paragraphs both from and into Spanish. The study of grammar is also a key part of the course, and we will build on GCSE knowledge in this regard.

Modern linguists also learn to critically analyse Spanish literature and film, and this aspect of the course is often particularly appealing to our students. In Year 12, students study 'El laberinto del fauno', a fantasy drama set during the Spanish civil war. In Year 13, students study a literary work. Examples of books studied in recent years include the Mexican novel 'Como Agua Para Chocolate' and García Lorca's classic play 'La casa de Bernarda Alba'.

They also conduct detailed research into an aspect of the Hispanic world that they find interesting, which forms the basis of the speaking assessment.

WHICH OTHER COURSE(S) DOES THIS COMBINE WELL WITH? Modern foreign languages can enhance any other course. Dual linguists have the option to study French. The study of grammatical patterns and structures also tends to appeal to logical minds, so modern foreign languages can complement mathematics and the sciences as well as other arts subjects. Having an A-Level in modern foreign languages allows the possibility of studying abroad in the future, even if students do not pursue a foreign language at university.

EXAM BOARD: AQA

ENTRY CRITERIA:
7 in Spanish

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