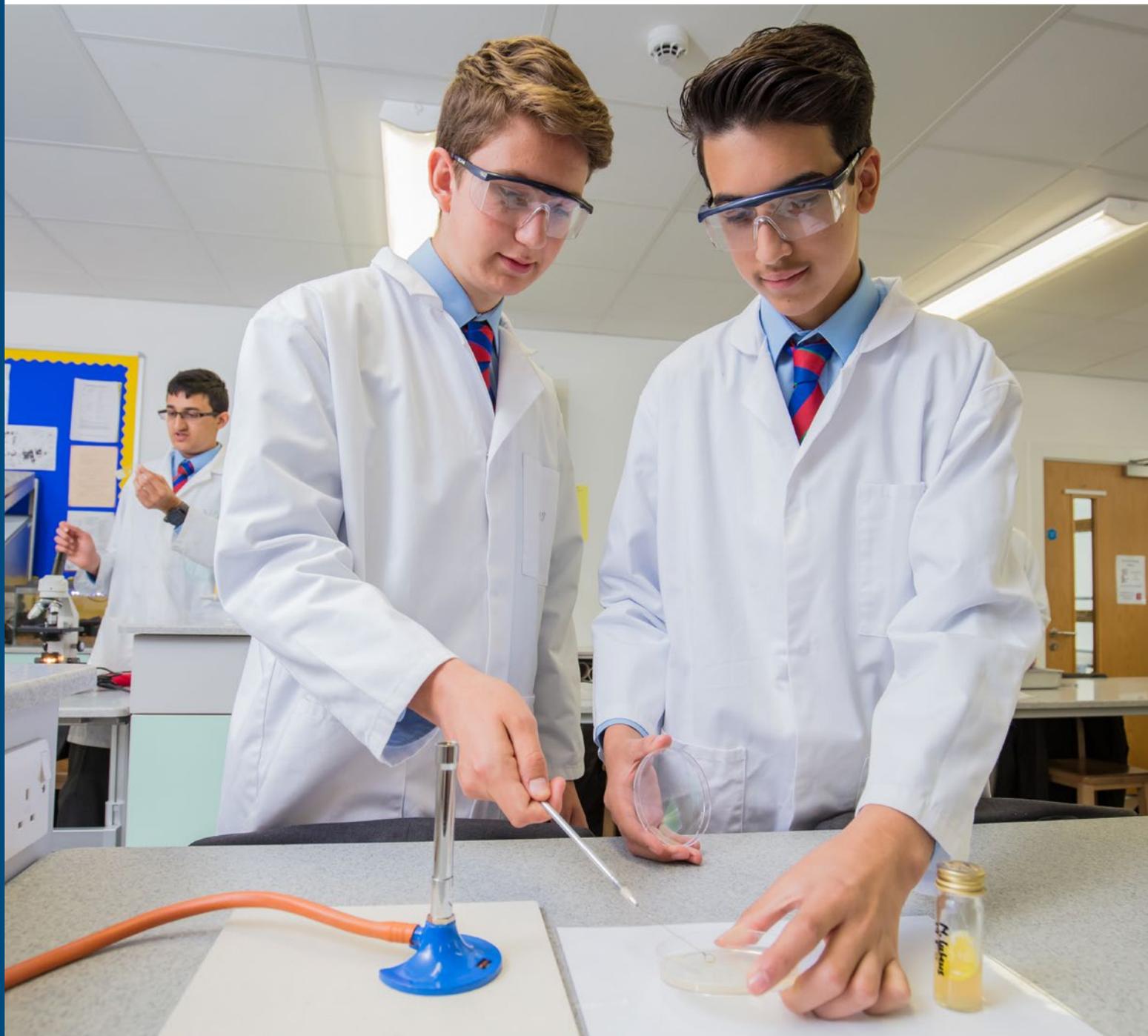




**LOUGHBOROUGH**  
Grammar School



## **Curriculum in Years 10 and 11**

Option Choices 2023-2025



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# GCSE Choices

## Introduction

The GCSE years (Years 10 and 11) are a vital part of a pupil's academic career – laying the foundation for academic success in the Sixth Form and beyond. Now is the time when pupils are given the flexibility to select subjects that play to their strengths while maintaining a broad and balanced curriculum.

Selecting which subjects to study is both exciting and daunting so is a decision that needs care and consideration; this booklet is designed to help with these key decisions. We understand that pupils will want to spend time discussing their options with family and friends. There are also lots of staff at School who can offer guidance including Form Tutors, Subject Teachers, Heads of Department, House Masters, Year Co-ordinators and Miss Jenkins (our Director of Future Pathways). Their key advice is to opt for a broad and balanced curriculum to keep all future options open and the School will help and guide all pupils to do this.

In Years 10 and 11, pupils will continue to belong to the same House and will be placed in a tutor group unrelated to academic choices. Throughout the upper part of the school, we have found this system to work very well, and note that it has developed personal friendships and the enjoyment of co-curricular activities across the Year group. Teaching sets are independent of tutor groups and may be ability based or of mixed ability as appropriate for the subject.

We look forward to seeing our pupils progress into the GCSE years and our standard pattern of nine GCSEs allows pupils to enjoy a wide range of opportunities including the Combined Cadet Force, Sports Leadership, the Duke of Edinburgh Award and STEM to help develop leadership, self-awareness, independence, and resilience.

In this booklet, we have laid out the GCSE curriculum along with contact details should you require more information.

This is an exciting time and I wish every pupil all the very best as they embark on this new stage of their education.



**Mrs Morag Herring**  
Deputy Head (Academic)



## The Curriculum in Years 10 and 11

Most pupils will study nine GCSEs in a curriculum that offers academic rigour and breadth. Thursday afternoon enrichment offers opportunities for pupils to practise skills such as leadership, communication and teamwork in a range of co-curricular activities. All pupils follow a core (compulsory) curriculum and select 4 further subjects from a wide range of options, covering Modern Languages, Humanities, Sciences, Expressive and Performing Arts, Sport and Technology.

### Core Curriculum (5 GCSEs): pupils take all these subjects

English Language      English Literature      Mathematics  
Two Sciences (from Biology, Chemistry, Physics)

Pupils also have lessons in Games and PHSE.

### Optional Curriculum (4 GCSEs): pupils select any 4 of these subjects

Art & Design	Biology	Chemistry	Classical Civilisation
Computer Science	Design & Technology	Drama	French
Geography	German	Greek (Ancient)	History
Latin	Music	PE	Physics
Religious Studies	Spanish		

To ensure that all pupils have a broad and balanced GCSE curriculum, we expect pupils to take at least one Modern Foreign Language (French, German, Spanish). We also recommend that pupils take a Humanity (Classical Civilisation, Geography, History, Religious Studies).

Those pupils anticipating a future in medicine or related subjects must study Chemistry and are advised to study all three Sciences (Physics, Chemistry and Biology). Prospective engineers and architects must study Physics.

Pupils opting for GCSE PE must be proficient in three different sports and offer a reserve option should GCSE PE be oversubscribed.

Particularly able pupils may choose to take an additional GCSE (Latin or Music) which would be studied on Thursday afternoons (instead of CCF) and one lunchtime. Able linguists or pupils wishing to study three Modern Foreign Languages may choose to take GCSE French on Thursday afternoons (instead of CCF) and one lunchtime.

Every effort is made to enable each pupil to take the exact combination of subjects he may desire. However, we reserve the right to suggest an alternative combination of subjects if numbers make a particular arrangement of subjects untenable. There may be cases where the School must make the final decision on educational grounds if the choices do not give a broad, balanced curriculum. The importance of the Humanities, Creative Arts and Languages in developing an all-round, articulate, well-informed person must not be underestimated. The study of Computer Science alongside other Science subjects is considered part of a broad and balanced curriculum.

If a pupil is struggling to choose his GCSEs he should consider his ability to gain a good GCSE grade (9-6) in the subject and the relevance of the subject as an entry requirement for future study. **Miss Jenkins (s.jenkins@lsf.org)** our Director of Future Pathways can advise on entry requirements for study beyond GCSE. It might be possible for subjects such as History, Geography, Religious Studies and Music to be recommenced for study to A Level without having been taken at GCSE. This knowledge can sometimes ease a decision between two subjects of similar discipline.



# Core Subjects

## English

**Head of Department:** **R Hunter** ([r.hunter@lsf.org](mailto:r.hunter@lsf.org))

**Exam Board:** AQA English Language (8700) and English Literature (8702)

As core curriculum subjects, all boys study English Language and English Literature from Years 7 - 11. They follow a course to GCSE in both subjects.

## GCSE

This involves the study of English Language and Literature, covering a range of texts from Shakespeare to a modern novel/play, whilst also teaching boys how to write analytically and clearly for a range of audiences. It also features an oral component, which focusses on the importance of presentational skills.

The Exam Board is English Language and Literature: AQA 8700/8702 and there are four written examination papers;

- English Language 2 x 1 hour 45 minutes
- English Literature Paper 1, 1 hour 45 minutes
- English Literature Paper 2, 2 hours 15 minutes

All GCSE pupils study English, which teaches vital skills of reading and writing, as well as analytical thinking skills. The course has been designed to inspire and motivate, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessment and texts are accessible to the full range of abilities. These subjects will enable boys, whatever their ability, to develop the skills needed to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

## Subject Enrichment

- Poetry Society
- Creative Writing Club
- Debating Club
- Support Club
- Young Readers' Society



## Mathematics

**Head of Department:** **R Cooch** (r.cooch@lsf.org)

**Exam Board:** Edexcel International GCSE (Specification A), 4MA1

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

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

The IGCSE features a range of problems that help pupils develop their reasoning and problem-solving skills, it is also excellent preparation for studying A Level Mathematics. It has no coursework requirement.

There are two tiers of entry (Foundation and Higher) and almost all pupils at LGS will be entered for the Higher Tier. Each higher tier paper will assess targeted grades 9-4. Over 70% of boys regularly attain a grade 7 or above and a large number of boys continue on to study Mathematics at A Level.

The ablest pupils will be given the opportunity to take an extra Maths qualification - OCR's FSMQ Additional Maths. Selection for this is the prerogative of the Maths Department and will be based on setting in Year 10. Assessment for this consists of a single 120-minute-long paper in the summer of Year 11. Pupils taking this exam will be expected to take it alongside the IGCSE in the summer of Year 11.



## Sciences

Pupils select at least two Sciences, Biology, Chemistry and Physics.

### Biology

**Head of Department: M Randall** ([m.randall@lsf.org](mailto:m.randall@lsf.org))

**Exam Board:** AQA Biology (8461)

Biology literally means the science of living things and it is the science that relates most easily to pupils and to the environment in which they live. Biology is a rapidly changing and exciting science; just think about how often Biology features in the news with headline reports into cloning, genetic engineering, medical breakthroughs and the environment. It is perhaps no surprise that for so many years Biology has been a popular option choice with the majority of pupils in Year 9 selecting it. GCSE Biology, as well as being an enjoyable and interesting GCSE for pupils with no plan to take Sciences further, provides the best foundation for any pupil wishing to study the subject for A Levels and for those considering a career in medicine, dentistry or veterinary science. Most importantly perhaps, it will allow the pupil to obtain a deeper understanding of themselves and a better appreciation of the other life forms that interact with us on this wonderful planet!

### Chemistry

**Head of Department: B Arrowsmith** ([b.arrowsmith@lsf.org](mailto:b.arrowsmith@lsf.org))

**Exam Board:** AQA Chemistry (8462)

Ever wondered what was in that sandwich you ate for lunch? Or what is in your bottle of water as well as the water? Or what is in anything come to that? Chemistry gives you the opportunity to find out. By understanding about the properties of substances and how atoms can be joined together to make different things. Chemists have produced a huge range of materials from all the different sorts of metals and plastics used to make a car or a mobile phone, to the detergent in shower gel, fibres and colours in clothes, painkillers and anticancer medicines. These modern products have an extraordinary impact on the way we live, but we tend to take them for granted and we forget that they would not exist without the chemical knowledge used to make them. In the UK, chemistry-related industries make £billion profit on a £10 billion turnover, and are big export earners for the country with a wide range of career opportunities. A Chemistry qualification at GCSE is essential for anyone considering further study in a whole range of scientific, medical and engineering fields, and leads on to a huge number of occupations from art restorer to zoologist. It is the central science, overlapping with both Physics and Biology.

### Physics

**Head of Department: A Lloyd** ([a.lloyd@lsf.org](mailto:a.lloyd@lsf.org))

**Exam Board:** AQA (8463) Course: GCSE Physics

GCSE study in Physics provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All pupils should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

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





# Option Subjects

## Art And Design

Head of Department: **E Johnson** (e.johnson@lsf.org)

Exam Board: OCR J170 Art and Design or J171 Fine Art

GCSE Art will develop a pupil's knowledge and skills. This subject is a chance to express creativity and imagination. Learning is guided by teachers who have been trained by OCR, to suit pupils' particular skills and interests. It is 100% practical and can bring balance to a very 'factual' timetable. The course concludes before study leave begins in Year 11 and the Grammar School provides all materials from folders and boards to canvases. If a pupil is wanting to pursue an Art-related career, it is a great place to start.

## Classics

Head of Department: **A Henderson** (a.henderson@lsf.org)

### Classical Civilisation

Exam Board: OCR (J199)

The pupils who enjoy discovering the ancient world, where myths are part of everyday life and when brave and honourable heroes were championed by Olympian gods, will be perfect candidates to take this subject to GCSE. This GCSE provides an opportunity to explore both ancient Greece, with an emphasis on Athens and Sparta, and Rome thematically, creating a wide-ranging course of study. The course enables pupils to respond to and engage with a wealth of literature and visual/material culture equipping them with readily transferable analytical skills. In conclusion, one of the best things about Classical Civilisation is the wide range of exciting topics there are to study. If a pupil enjoys subjects such as History, English, Philosophy, Art, Politics and Archaeology, then Classical Civilisation lets him do a bit of everything whilst studying two of the most important civilisations of the Western world.

**This subject provides a self-contained two-year course to GCSE and does NOT require any previous study of a classical subject or knowledge of Classical Greek or Latin languages.** If a pupil likes watching programmes or reading about the ancient world and is interested in History, English or Archaeology, this is the course for you.

### Classical Greek only if studied in Year 9

Exam Board: OCR (J292)

Classical Greek is a favourite subject of the brightest pupils in the school. Pupils enjoy learning the alphabet (which is useful for Mathematics or, indeed, in visiting modern-day Greece) and the fact that they are taught in a small group of enthusiastic peers. They also quickly learn to appreciate that the 'Greek genius' that has brought to us mathematical theories, philosophy, ideas of democracy, and public speaking can only be truly appreciated through reading the actual words in the original language. The pupils will have the opportunity not only to develop their enjoyment of languages in general through getting more acquainted with Greek but also to study the selection of exciting original set texts, which is book six of the Iliad, which talks about the Trojan hero, Hector, and his parting from his family before he goes into battle. The text deals with themes like glory and willingness to lay your life for your fatherland and the reputation you pass onto the next generations. The course will, like Latin, involve developing pupils' language skills and ability to deal with the Greek texts. The stories from the textbook Greek to GCSE offer pupils, through interesting tales from Greece, an insight into the ideals and ideas, which are in the core of the study of Classics (e.g. Alexander the Great, philosophy of Socrates).

### Latin Only if studied in Year 9

Exam Board: WJEC EDUQAS

Combining literature, history, and language in one, Latin, like other Classical subjects, offers a unique interdisciplinary 'educational package'. Not only does more in-depth learning of Latin improve spelling and language confidence, but its ability also to finely tune analytical skills and to challenge the brightest makes it one of the most respected subjects around.



## Computer Science

**Head of Department: T Wilkinson** (t.wilkinson@lsf.org)

**Exam Board:** AQA Specification: Computer Science: (8525)

The most important aspect of Computer Science is problem solving which is an essential skill for life. Along with developing universally useful skills, pupils will also always be in demand as there is a huge Computer Science skills shortage. The other benefit to this shortage is the average pay for Computer Science graduates which has been some of the highest for any profession for the past few years. This area of study will open doors in almost every type of industry. Due to how embedded computers are becoming in our everyday lives this number is growing every year. The opportunities for Computer Scientists in the future are enormous and it will also help pupils understand the technological world in which they will be living.

## Design And Technology

**Head of Department: T Moseley** (t.moseley@lsf.org)

**Exam Board:** Pearson Edexcel Level 1/Level 2 GCSE (9-1) Design and Technology

Design and Technology continues to heavily influence the world around us and will hereby remain an exciting and engaging subject. It draws together skills from a broad range of disciplines including Physics, Mathematics, History and Art, and consequently requires pupils to develop their knowledge and abilities in numerous areas.

Whilst there are no prior learning or other requirements for this qualification, it is expected and highly desirable for pupils to have studied the subject at Year 9 given the fundamental skills and knowledge developed during this year. If pupils have not studied the subject before, particularly if joining us as a boarder or new starter, then they may feel at a significant disadvantage, as the GCSE builds upon what they have been introduced to in earlier years. If a new pupil still wishes to complete the GCSE, however, then this must be authorised by the Head of Department.

## Drama

**Head of Department: S Bruton** (s.bruton@lsf.org)

**Exam Board:** Edexcel

Drama gives boys a range of skills that cannot be undervalued. So-called soft skills that make us eminently more employable. What use are a fistful of A\*s if you are unable to make eye contact during a limp handshake, or sell a concept, product, counter argument, closing argument or proposal in the Commons with clarity and confidence?

Those who participate in the dramatic process develop an emotional intelligence that should not be overlooked, and they develop transferable skills which are of immense value in every single area of their lives. Communication, leadership, group work, problem-solving and presentation skills are fundamental in most current careers.



## Geography

**Head of Department:** **M Butcher** (m.butcher@lsf.org)

**Examination Board:** Cambridge IGCSE (0976)

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

A main focus of the course is to develop an understanding of physical and human processes and factors that produce diverse and dynamic landscapes as they change over time, often due to the work of man. This includes the interdependence of physical environments and the interaction between people and the environment, as well as an understanding of the need for sustainable management of both physical and human environments. Pupils will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economies.

## History

**Head of Department:** **D Murphy** (d.murphy@lsf.org)

**Exam Board:** Edexcel IGCSE

Pupils study the Edexcel IGCSE syllabus that focuses on the world-changing events of the 20th century. This gives pupils the opportunity to gain an insight into the events which have helped to form the world in which we live. In addition to learning about the past, IGCSE History helps pupils acquire key academic skills such as critical thinking, analysis, and persuasive writing. History is no longer simply the learning of large amounts of factual information and its regurgitation; candidates are taught to analyse a great variety of historical evidence in order to make reasoned judgements and present compelling evidence-based evaluations.

IGCSE History pupils develop the ability to read quickly and effectively, think deeply about a subject, develop cogent arguments, and communicate clearly. Historians are well prepared for employment and university study, with particularly good communication and analytical skills that transfer easily into a variety of career paths, especially the law, journalism, the civil service, politics, media, and management consultancy.

## Modern Languages (French, German & Spanish)

**Head of Department:** **M Jackson** (m.jackson@lsf.org)

**Exam Board:** AQA French (8658), German (8668), Spanish (8698)

We offer GCSE French, GCSE German and GCSE Spanish. Pupils are expected to study at least one modern foreign language, several boys opt to study two modern foreign languages and able linguists may study all three. With ever increasing globalisation, the knowledge of a foreign language has never been more important; with Brexit and the challenges it brings, this reinforces the case even more so for English speakers. Some companies are now expecting knowledge in another language. Law and investment banking firms may offer higher salaries to those with MFL skills, and certain companies (BMW, Siemens) require conversational ability as a requisite for employment. Some medical schools in England require pupils to do a module in an MFL in their first year alongside the medicine course. But it is not just for better job prospects that taking a language at GCSE is worthwhile. The study of another culture and language is an enriching experience.

## Music

**Head of Academic Music:** **C Price** (c.price@lsf.org)

**Exam Board:** AQA

It goes without saying that the greater the pupil's passion for a subject, the more motivated they will be to study that subject and to do well. Music is no different. Loughborough Schools Music aims to develop pupils into passionate musicians through stimulating academic study as well as the many practical musical opportunities we have to offer. Music GCSE is an interesting, challenging and inspiring course. From Beethoven to Blues, Chopin to Coldplay, and Mozart to musical theatre, choosing GCSE Music will improve a pupil's understanding of all types of music and help develop a life-long love of music. If a pupil enjoys listening to, performing and creating music and wants to discover more about the subject, GCSE Music is a great choice for you.



## Physical Education

Head of Department: **J Hackett** (j.hackett@lsf.org)

Exam Board: OCR (J587) Course: GCSE Physical Education

This practical and engaging course has been developed to ensure an inclusive specification that will allow all pupils to achieve their full potential. The content has been designed to allow pupils to study Physical Education (PE) in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject. The combined practical and theoretical element to this course allows us to bring theoretical concepts to life and consolidate learning in a fun and engaging way. Pupils will have the opportunity to 'walk through a life size cardiovascular system', respond to first aid scenarios, create nutrition plans for real life athletes and much more. The examined components will provide the knowledge and understanding which underpin the non-exam assessment (NEA). The NEA within this specification allows pupils to explore a range of activities in the role of performer, including both team and individual activities.

## Religious Studies

Head of Department: **Dr C Livingstone** (c.livingstone@lsf.org)

Exam Board: AQA Route A

Religious Studies is about enabling one to think for oneself, not about making a person 'religious'. Rather, it is about encouraging pupils to think independently and critically about real-world issues. We make no assumptions or stipulations about a pupil's personal beliefs, except that he be willing to consider them carefully and, indeed, critically.

Pupils value this subject for its rigour and its relevance: we expect them to engage with the course, and to support their own views soundly. In return, they leave with well-developed reasoning skills and an appreciation that not everyone thinks in the same way!



## Games

Foundation Director of Sport: **J. Hackett** (j.hackett@lsf.org)

The Foundation philosophy for Sport is very much 'Sport for All'.

**Enjoyment:**

This is first and foremost to inspire a lifelong love of sport.

**Opportunity:**

A wide variety of activities and sports from athletics to Zumba and all in between.

**Competition:**

It is vital to learn how to win and learn.

**Strength and Resilience:**

Success is often learnt through failure, a big lesson in Sport.

**Family:**

We all belong to the Foundation family for Sport and this is shown strongly through Sport, offering chances for teamwork and developing sportsmanship.

**Health and Wellbeing:**

A vital form for a healthy mind and body.

To achieve these aims, we organise a comprehensive timetable including a treble period of Games each week:

- a) The Games afternoons are organised around the School's main competition sports of Rugby, Football, Hockey, Cross-Country, Cricket, Athletics and Tennis.
- b) There is also a wide range of co-curricular activities offered at lunchtimes and evenings, such as: Sports team practises, Badminton, Swimming, Squash, Fencing, Fitness suite, Basketball, Martial Arts and Triathlon. These activities are organised and led by qualified LGS staff or outside Coaches. Pupils who attend these activities can build upon their Thomas Burton Award cards - an initiative to record and reward those contributing to extra-curricular activities.



## Personal, Social, Health and Economic Education

Co-ordinator of PSHE: **R Parish** ([r.parish@lsf.org](mailto:r.parish@lsf.org))

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

1. To prepare pupils for the experiences and responsibilities of life beyond the school gates.
2. To enable pupils to make informed choices in matters of personal and social relationships.
3. To develop the skills of receptiveness, sensitivity, co-operation and self-awareness in making these choices.
4. To make pupils aware of resources, both in school and in the general community, to assist them.

The Year 10-11 PSHE course covers alcohol, careers, finance, drugs, well-being, resilience, politics and citizenship, 'heartwize' and the relationship and sex education taught over the two years in a carousel delivered by teachers who have specialised in each topic. Through group work, individual reflection and class discussion pupils develop the skills of assertiveness and critical thinking key to enabling them to recognise how they are influenced by their peers, or the media, and nevertheless to make their own decisions.



## Co-Curricular

Head of Co-Curricular: **Dr A Waters** (a.waters@lsf.org)

### The Thomas Burton Award

The Thomas Burton Award runs from September of Year 10 to December of Year 11 so as not to interfere with exams. We do continue to emphasise Hands, Heart and Head but rather than looking at breadth as in the Lower School, pupils are encouraged to develop their passions. Boys are expected to set their own challenges as well as experience public speaking.

### Duke Of Edinburgh

Award Officer: **P Moffett** (p.moffett@lsf.org)

Boys in Year 10 can commence their Silver Award, even if they have not attempted their Bronze. Timing is organised so that they will complete all sections of it towards the start of their Year 11 and not interfere with their GCSE preparation. Further details will be given later in the year.

### Thursday Afternoons

Thursday afternoon gives pupils control over their timetable, and there is a broad and increasing range of options. It has two main aims:

1. To be fun, vibrant and engaging. A part of the week to look forward to as it is something that you are interested in and committed to.
2. To develop and enhance the individual and transferable skills of each pupil.
3. CCF and Sports Leaders are run jointly with the High School to derive the benefits of a co-educational education.

Pupils can choose to do an additional GCSE in Astronomy, French, Latin or Music. However, most decide to take part in an enrichment option. These are there to broaden experiences and develop transferable skills. The main options are Combined Cadet Force, Sports Leadership or STEM-based activities. There is also the option to be involved in other activities such as music tech or stage crew for those pupils who are already heavily involved in these. Pupils involved with the Elite Sports or Music Pathways are also able to train/study in this time to help them balance their workload. On the option form please order your son's preferences for the activities he would like to do.



## Combined Cadet Force

**B Ward** (b.ward@lsf.org)

### Overview

The CCF is a youth activity sponsored by the Ministry of Defence to develop the qualities of leadership, self-reliance, resourcefulness and perseverance in young people and encourage a sense of service to their community.

Following an options process, cadets who select CCF will be allocated to one of the three sections: Navy, Army or RAF. Numbers in each section are determined by specific training ratios and, whilst it may not always be possible to allocate every cadet to their first-choice section, fair process is used to ensure cadets are guaranteed a minimum of their second choice. Those who wish to join the Royal Navy section should be aware that places are very limited, and cadets may only be transferred as and when a position becomes available. If your son is keen to be in the Navy please email Mr Ward as well as selecting this option on the returns form.

Cadets are expected to join the CCF for a minimum of two full school years. After this time, if they remain at the Loughborough Schools Foundation, they have the option of continuing for a further two years or switching to an alternative service option.

### Uniform and Fees

Cadets will be provided with a uniform that they are required to maintain to a high standard on a weekly basis. Whilst there will be no charge for the hire of the basic uniform, all parts must be returned at the end of their service to avoid incurring the full cost of replacement. The uniform remains the property of the MoD / school (depending on the item) and can be exchanged free of charge as the cadet outgrows the item (or it fails through fair use). Upon leaving the CCF or the Foundation at any point, cadets are required to return all kit and equipment loaned to them, in person, to the Cadet Quartermaster.

Footwear is not provided by the Contingent, so it is the responsibility of the cadet to source a suitable pair of boots / parade shoes, depending on their allocated service. Further details on what to source and from where will be provided towards the end of the academic year.

An initial joining fee of £100 and annual membership fee of £40 for each subsequent year covers the cost of equipment, food, transport, experiences, and rewards that cannot be afforded through Public Funds. These costs will be added to your school fees and are non-refundable.

### Training

Royal Navy cadets gear their training fully towards being on (or in) the water. Their syllabus includes seamanship, chartwork, paddle sports and dinghy sailing. They follow the RYA scheme of instruction in accordance with the RN's Training Afloat regulations and safety guide. Afloat training takes place during the warmer months at Staunton Harold Sailing Club on Thursday afternoons, departing at 1315 hours and returning at 1800 hours.

Army cadets follow an infantry-style syllabus covering fieldcraft and tactics, foot drill, basic first aid, navigation, military knowledge, adventurous training, shooting and marksmanship and will progress to the firing of blank and live ammunition using the L98A2 cadet weapon system in a controlled environment. As they progress through the syllabus, they will have the opportunity to develop their instructional technique so that they can begin to instruct recruits in basic aspects of their syllabus. All Skill At Arms (weapons) training is conducted by qualified personnel in accordance with the Army Safe System of Training.

RAF cadets conduct similar training to the Army cadets initially, with less of a focus on fieldcraft and tactics. Their training revolves more around the airmanship knowledge required to get them out on their Air Experience Flights, in which they will be trained by a qualified pilot to follow a specific series of developmental lessons. For the more motivated, this can lead on to solo flying. AEF days are timetabled throughout the year and (though subject to weather conditions and aircraft availability) are one of the absolute highlights of the 'cadet journey'.



## Sports Leadership

Co-Ordinator: **N. Attwood** ([n.attwood@lsf.org](mailto:n.attwood@lsf.org))

CSL2 is a nationally recognised qualification that enables successful learners to lead safe, purposeful and enjoyable sport/physical activity, under indirect supervision. A Level 2 Sports Leader during training is required to be supported and guided at all times by their tutor/ assessor or person in charge of the organisation they are leading in.

These awards and qualifications equip young people with employability skills for life improving motivation, self-esteem, communication, teamwork and confidence. Leadership volunteering is a vital part of the Sports Leadership course allowing young people to practise and build their skills to help them in employment and education. Whilst the Level 2 qualification doesn't carry UCAS points, it is widely recognised by employers and can be used in personal statements. The course is completed in the Spring term and then the pupils are supervised for recreational sport in this session.

### Course Content

The course itself is a combination of theory and practical. The first part of the course will be spent helping the pupils to understand the theory behind effective leadership and applying this in a range of settings (both within sport and the world of work). Pupils will then learn how to carry out an audit of their leadership skills and then work towards creating an action plan to support their progress throughout the course. The next part of the course prepares pupils for planning and delivering sporting events and sessions to their peers - where they will get an insight into risk assessments, how to make sessions inclusive, keeping participants safe and be taught how to evaluate their sessions constructively.

### How is it assessed

Sports leaders provide an easy-to-use Learner Evidence Record for this qualification. The LER is mandatory and uses the following assessments:

- Practical observation
- Assessment of written tasks
- Plans and evaluations completed during the course

Pupils are also required to complete 5 hours of Sports Leadership sessions as part of Unit 4 within their community and this can include school lunchtime and afterschool clubs, supporting in other Foundation PE classes and within sports clubs outside of school.

### Pre-requisites

- An interest in sport/physical activity
- Previous coaching experience or a desire to start this journey with our support
- A desire to develop your leadership skills/confidence to lead your peers

### Progression

The qualification has a progression pathway to the next level of Sports Leadership qualification. This is the Level 3, which carries 16 UCAS points.

### Cost

For 2022, the cost of the Level 2 qualification is £35 for the exam entrance fee.

If you have any further questions regarding this course, or any other Sports Leaders courses please contact Miss Attwood (Head of Academic PE/Sports Leaders).



## Stem-Based Activities

Co-ordinator: **T. Wilkinson** (t.wilkinson@lsf.org)

Pupils can use Thursday afternoons to develop their IT/engineering skills away from the prescription of GCSE specifications. Pupils can choose their projects and with support from the teaching staff develop them to enter into national competitions. This will be a commitment for the two years, and like CCF and Sports Leadership, is also aimed at developing skills beyond those that are needed for the technical project. The pupils will work in small groups and be expected to present their work.

## Careers

Head of Department: **R Lightfoot** (r.lightfoot@lsf.org)

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

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

- Access in school to a qualified careers specialist.
- An ongoing programme of careers advice.
- Psychometric profiling at the start of Year 11 utilising the Morrisby Profiling system.
- A post-profiling interview with a qualified careers professional in the latter half of the Autumn term.
- A biannual careers convention (to which parents are welcome).
- Work experience opportunities from the end of Year 11 and running through into the Sixth Form.
- Access to a broad range of careers talks involving a diverse range of occupational areas.
- Access to a range of careers experience courses in Year 12.
- Additional support for HE applications where needed.
- Targeted support (in school) for pupils interested in careers in the armed services by Service Liaison Officers.
- Access to a broad range of IT resources and materials.
- Access to careers materials in the Library.





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