LEICESTER GRAMMAR SCHOOL

PROSPECTUS
FOR YEARS 10 AND 11

2020 – 2022

Welcome from the Headmaster

Choosing GCSE courses in the Lent Term of Year 9 is an important moment in the school career of every pupil. The decision about which GCSEs to take, and therefore which subjects to drop, marks the beginning of a new phase in a child's education. Although GCSEs still appear a long way off, the thought that you will one day have to sit public exams in the subjects that you choose now is a sobering thought for most. It can all feel very grown-up!

One can, however, take this line of thought too far. Taking ten GCSEs means that every pupil will study a broad suite of subjects until the end of Year 11, and it is extremely rare for a pupil to finish Year 11 with the feeling that they picked the wrong subjects. The best advice is that pupils should pick the subjects that they find most interesting, and in which they are likely to enjoy the most success. If they follow this advice, as well as the Combination Rules on the next page, they are unlikely to go far wrong.

The school has a reputation for academic excellence and high achievement, and this reflects the scholarly focus, intellectual enquiry and aspiration of our pupils and their teachers. But we also know that pupils will benefit from attentive pastoral guidance within a caring community, as well as the opportunity to develop socially and emotionally in the coming years. For this reason, all pupils will follow a course on Personal and Social Development (PSD) through Years 10 and 11, as well as enjoying regular lessons of Games and Physical Education. A healthy balance between their studies, co-curricular activity and spending time with friends is essential and is also the key to happy and successful GCSE years.

I hope that this guide proves useful to pupils as they choose their GCSEs and to parents as they offer their support. If, after reading the relevant entries, you find yourself with unanswered questions, please make contact with the relevant Head of Department – they are always happy to help.

I hope our pupils will enjoy making their choices and I hope too that the next two years will prove both inspiring and positively challenging – whilst also being imbued with the fun of being young!

J W Watson
Headmaster

The GCSE Years

The GCSE years offer all pupils an opportunity to explore their individual academic interests, whilst simultaneously following a broad and balanced curriculum. It is an intellectually challenging time and whilst some may be apprehensive about this next part of their school journey, it is full of exciting opportunities and experiences.

Whilst the form group remains an intrinsic pastoral and administrative unit in Years 10 and 11, the optional subjects mean that pupils will very often find themselves working with staff and peers with whom they have not previously interacted. The GCSE years provide a valuable opportunity for pupils to build new friendships and develop their social skills, as well as pursuing their academic studies. The methodology used in many subject areas places emphasis on team or group work, so pupils will be expected to work effectively with their classmates, as well as on their own.

Additionally, pupils quickly discover that the GCSE courses truly do fill two years. From the beginning of Year 10, pupils may be completing Non-Examination Assessments (coursework) which will have a bearing on their final grade, so they must be committed to all of their subjects from the outset. Staff will expect coursework deadlines to be met regardless of other commitments; often this is due to deadlines being set externally by examination boards. Therefore, time management and good organisational skills are extremely important.

It is crucial that pupils do not fall behind with their work and allow a backlog to develop. If pupils have difficulty managing their workload and in particular if they are finding it difficult to balance their co-curricular commitments with their studies, they should discuss their problems with their subject teachers, their form tutor or me.

Similarly, concerns about problematic areas of study should be taken to subject teachers as soon as they arise. At GCSE, pupils will be expected to take rather more responsibility for their learning than has hitherto been the case, and to ask for clarification of any points which they do not immediately understand. Teachers will be only too willing to give advice and guidance to those pupils who need it.

I hope that pupils are looking forward to the next stage of their School career with excitement and high aspirations.

Mrs N Laybourne
Head of Year

Options for Years 10 & 11

Our Courses

Art and Design (A)
Art: Ceramics Option (A)
Biology (S)
Chemistry (S)
Classical Civilisation (H)
Classical Greek
Computer Science
Design and Technology
Drama
Food and Nutrition
French (M)
Geography (H)
German (M)
History (H)
Latin
Music
Physical Education
Physics (S)
Religious Studies (H)
Spanish (M)

Pupils choose **seven subjects in order of preference** from the list, according to the *combination rules* given below.
We will then try to accommodate these choices into our timetable blocks.

Prospective Year Ten who are new to the school will be asked to indicate their subject preferences upon application.

While every effort will be made to satisfy each pupil's preferences it must be stressed that the constraints of timetabling, staffing, set sizes, and facilities in technical subjects may mean a particularly unusual subject combination is not possible.

Where set sizes are particularly low, in any subject, it may make that subject unavailable.

Pupils will be asked to include reserve choices of course. Reserve choices will be allocated in cases where the preferred combination of seven is not feasible and/or a subject is unavailable.

Combination Rules

Other than in highly exceptional circumstances and with the prior agreement of the School each pupil's curriculum must meet the following conditions.

(A) Art & Ceramics
Pupils may not study Art & Design and Art: Ceramics in combination

(H) Humanities
Pupils must include at least one of the four Humanities subjects marked (H)

(M) Modern Foreign Languages
Pupils must include at least one of the Modern Foreign Languages subjects marked (M)

(S) Sciences
Pupils must include at least **two** of the Science subjects marked (S)

During Year 11 pupils will select which courses they wish to follow as two year courses leading to A-Levels. In many subjects it is ***essential*** to have followed particular courses for GCSE (or equivalent) in order to enrol for further study. Pupils should therefore be mindful of this in their selections this year. Pupils may gather further information on specific requirements for any A-Level course from the subject teacher and parents have the opportunity of asking at the Year 9 Parents' Evening. Pupils and parents should note that the School does not offer an A-Level course in Food and Nutrition.

When deciding whether to choose a subject, a sound decision must only be based on the relative merits of the subject itself and the pupil's ability in it, and never on any perception of the likelihood of either being placed with friends, or of receiving tuition from a particular teacher or group of teachers. Pupils should be assured that the high standard of teaching, and the consistency of approach across and throughout all departments, is something in which the School has particular confidence. The School is not in a position to make assurances concerning the allocation of specific teachers to, or within, particular option blocks; neither can it guarantee the allocation of pupils to particular option block(s) or teaching groups for given subject(s). Furthermore, it is not possible to facilitate changes between blocks or groups based on pupil preferences.

C S James
Assistant Head (Director of Studies)

GCSE Choices and Careers

To many pupils and their parents it will seem premature to think about careers half way through Year 9, and they are probably correct. The “G” in GCSE stands for General, and it is important that the GCSEs you choose cover a range of subjects, not least to help pupils develop their skills across a range of areas. This is part of the reason for the Combination Rules above – it helps pupils to keep breadth in their future options.

It is important to remember that all subjects and any combination of subjects can lead to rewarding careers. Most pupils will have some idea of a future career now, and many of them will change these views significantly by the time they enter the world of work. In addition, the nature of Career Development is changing rapidly; the idea of a job for life is nowadays rare and thus the development of transferable skills alongside academic success is vitally important.

If pupils do have a specific career in mind, or if they don’t but want to investigate their options, they should visit the Career Development Centre in The Cufflin Library. This contains a wide-ranging collection of information suitable for this age group. Careers work will also be undertaken in PSD periods throughout the GCSE years, helping pupils to formulate ideas about prospective careers and help dispel myths about others. We offer aptitude tests using Morrisby in Year 10 and many pupils find these very helpful in opening their eyes to possible future careers.

In short, it is important to note that the choices made at GCSE may have an impact on future study and career options but that all subjects offered at LGS can lead to successful and rewarding careers in the future. If you want to know more, talk to your subject teachers or the school’s professionally qualified career guidance practitioners.

Art and Design

Edexcel: Art & Design: Fine Art (1FA0)

What does Art GCSE involve?

To begin with, you are taught particular skills and working methods that will form a foundation for personal initiatives and ideas later. As the course progresses, increasing scope is given for interpretation and expression though this is always in the context of Art and Design in the real world, outside of school. GCSE Art entails both practical artwork and contextual study – that is the study and application of the work of acknowledged artists and designers.

Two trips are made to London so that you can study selected works of art at first hand. Ideas and knowledge gained from these visits are expected to influence and stimulate your practical coursework. The optional trips to foreign cities serve the same purpose.

Over the two years of the course you will be involved in painting, drawing, collage, ICT, printmaking, photography, construction and illustration. You will work in a variety of ways, imaginative, intuitive and analytical. Drawing is a fundamental skill and you will need to be prepared to explore and develop your approach to this area. In the later stages of the course, you may wish to specialise in selected areas or go for a broad and varied approach. As a matter of course, you will be expected to make written notes, in-depth analyses, and to explain your creative decisions.

Your final GCSE grade comprises of the Portfolio Coursework accounting for 60% and the exam which is worth 40% of the final mark. The preparatory work (experiments which develop your ideas) accounts for a significant proportion of the marks (approximately 75%) which means that a consistent approach to work over the two years of the course will enable you to fulfil your potential.

Why take Art and Design?

- It educates the whole of you – a balance of subjects is important at GCSE;
- You should develop any special abilities and interests;
- It is a uniquely creative subject;
- To succeed in Art speaks volumes about your imagination, analytical skills, initiative, resourcefulness and flair;
- It leads on to a well-established and respected A-level and is a stepping stone to a major area of employment.

Am I good enough?

At GCSE level you do not have to be a naturally talented artist; there is much that can be learnt, developed and acquired through your own interest and motivation. Also, remember not to judge your ability in terms of school marks and grades alone. Mark standards differ between subjects; it is the grades at GCSE and A-level that count. As a rule of thumb though, if you regularly are getting A's and B's you are at a good point of departure.

Art and Design: Ceramics

Edexcel: Art & Design: Three-dimensional Design (1TD0)

Pupils who opt to study Ceramics at GCSE will follow a course which is closely related to the Art & Design: Fine Art option. Ceramics at GCSE is not a traditional pottery course, but a sculptural course encouraging self-expression, creativity and problem solving. During the early stages of the course you will be taught how to develop and sustain an idea from initial concepts on paper through to a final ceramic outcome. The emphasis is on gaining the skills and knowledge that will allow you to produce individual artworks from the starting point of personal investigations and your own ideas.

During the course you will produce a body of practical work and also examine the work of leading ceramicists and artists of other disciplines; we want you to produce personal, individual work that reflects your knowledge of contemporary practices in Art and Ceramics. Along with the pupils studying Fine Art you will make two trips to London to allow you to study ceramics and sculpture at first hand and inspire your own work. You might also choose to join the optional Art and Design trips to foreign cities.

The course will build on skills that you have previously gained and introduce you to new methods of work. The majority of your work will be in clay and you will be confident in hand-building using coil, slab and pinch construction methods. By attending a couple of days on a weekend workshop you will also be able to produce ceramic pieces using the technique of slip-casting and experience Raku firing (a traditional process where the pot is removed from the kiln at red hot and plunged into sawdust to create exciting effects on the glaze surface). You will also find out about the hardening, drying and firing processes as well as the use of slips, oxides, underglazes and glazes. The relationship between structural form and surface will be examined: how to use colour, pattern, texture or tone in relation to the underlying form.

Drawing is a fundamental skill and you will need to be prepared to explore and develop your approach to this area. Your practical work will also include photography, and printmaking along with alternative three-dimensional techniques such as card and paper modelling and making wire marquettes. By making use of digital manipulation of images you will connect modern technology with traditional processes that are thousands of years old. You will also keep a sketchbook and make written notes, in-depth analyses, and explain your creative decisions.

Your final GCSE grade comprises of the Portfolio Coursework accounting for 60% and the exam which is worth 40% of the final mark. The preparatory work (experiments which develop your ideas) accounts for a significant proportion of the marks (approximately 75%) which means that a consistent approach to work over the two years of the course will enable you to fulfil your potential.

An understanding of the processes in developing creative ideas will be encouraged. These include:

- Developing a visual idea through preparatory work, including gathering source materials, making drawings, test pieces in clay and alternative materials, towards a final product;
- Organising, structuring, modifying and evaluating the piece.

Why take Ceramics

Ceramics allows you to work in a highly creative manner and just like Fine Art it speaks volumes about your imagination, analytical skills, initiative, resourcefulness and flair. Ceramics offers a chance for you to develop creative and personal ideas and gain the technical knowledge and skills to produce ambitious work in three-dimensions. You will also gain a wider cultural understanding by intellectually engaging with ceramic ware from early civilisations through to contemporary craftspeople.

Am I good enough?

Some people are just 'good with their hands', they have a natural aptitude for working with clay and constructing in three-dimensions. They enjoy the process of building with clay. However, as with Fine Art, at GCSE level you do not have to be naturally talented; there is much that can be learnt, developed and acquired through your own interest and motivation. Also, remember not to judge your ability in terms of school marks and grades alone. As a rule of thumb though, if you regularly are getting A's and B's and you are enthusiastic, you are at a good point of departure.

Biology

Edexcel: International GCSE Biology 4BI1

The teaching of IGCSE Biology takes place in Years 9 to 11. The department follows Edexcel's IGCSE, which has a broad and fascinating specification. Topics lead on from each other logically so that pupils are guided through the workings of organisms at the cellular level, all the way to looking at how individuals fit into their ecosystems. The teaching includes a wide variety of practical work, to enhance learning and help pupils develop their investigative and experimental skills. Experiments include extracting DNA from fruit, investigating digestion using a model gut, kidney and eye dissections, enzyme experiments, and studying animal and plant habitats through field work. The skills developed will be assessed through questions in written examinations rather than coursework.

Whilst certainly an enjoyable and interesting subject for pupils with no plan to take Sciences further, Edexcel IGCSE Biology provides an excellent preparation for any pupil wishing to study the subject to A-Level, and is vital for those considering a career in the Life Sciences. An increasing number of pupils at Leicester Grammar School (around 30%) go on to read medicine or veterinary medicine, dentistry, pharmacy, biological or biomedical sciences, physiotherapy or sports science, for which this qualification is essential.

Programme of Study

Section 1: Nature and variety of living organisms

Section 2: Structures and functions in living organisms

Section 3: Reproduction and inheritance

Section 4: Ecology and the environment

Section 5: Use of biological resources

Assessment

Biology is assessed at the end of Year 11, through two externally-assessed papers:
Biology Paper 1: 2 hour paper, weighted at 61.1% of the qualification
Biology Paper 2: 1 hour and 15 minute paper, weighted at 38.9% of the qualification

Both papers assess the entire syllabus through a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. There is a strong emphasis on being able to apply information to a range of unfamiliar contexts and on using biological knowledge to explain what will happen in novel situations. Some examination questions are more problem solving in style - addressing the need for mathematical skills to complement pupils' biology skills. Indeed, maths skills are now included in the assessment of *all* GCSE Science qualifications, in line with new rules and guidance from the Department for Education. In Biology, 10% of the total marks available are apportioned to maths skills. These include: analysing statistical graphs, charts and tables; calculating percentages, fractions and ratios, calculating volumes and surface areas of 3D shapes; magnification calculations; percentage change calculations.

There is no coursework in Biology IGCSE.

Support is available to pupils that require it, through Biology clinics and additional revision sessions through the Lent and Trinity terms. The Pearson Edexcel IGCSE textbook is an excellent resource, as are the associated or CGP revision guides and numerous department recommended websites.

Chemistry

Edexcel: GCSE (9-1) Chemistry 1CH0

The study of Chemistry is fundamental in gaining an insight into its importance in our lives, in industry and in society in general. Chemistry enhances our lifestyle immeasurably, it creates wealth and it directly influences trends in society. A qualification in Chemistry is very highly regarded in the outside world. As well as the academic importance of the subject in its own right it is a pre-requisite at both GCSE and A-level for many other degree courses including medicine, dentistry, veterinary science, biochemistry, chemical engineering, and so on.

Chemistry is closely linked with Biology through organic chemistry and with Physics through physical chemistry. It is an important companion to the study of other sciences, whilst also of course being a very important stand-alone academic discipline.

The department currently prepares pupils for the Edexcel GCSE (9-1) Chemistry course. We feel the chosen specification provides our pupils with the best grounding in the full range of chemical concepts commensurate with study at this level. It also offers many opportunities for practical work and excellent preparation for A-level. It is a topic-based specification designed to engage pupils' interest in Chemistry and science more generally.

The specification focuses on the theoretical ideas pupils need to develop and the problem-solving skills that make Chemistry so valued, including through the medium of experimentation. We believe that interpretation of scientific data should start early, so by the time of GCSE, our pupils will have gained knowledge and transferrable skills that will allow them to succeed in a scientific or technical domain, if they so desire.

Topics are grouped as follows:

1. Key concepts in Chemistry
2. States of matter and mixtures
3. Chemical changes
4. Extracting metals and equilibria
5. Separate chemistry 1
6. Groups in the periodic table
7. Rates of reaction and energy changes
8. Fuels and earth science
9. Separate chemistry 2

Paper 1: *Written examination: 1 hours 45 minutes* *(50% of qualification)* <u>Assessment overview</u> Topics 1, 2, 3, 4, 5 will be examined, using a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.	*Paper 2:* *Written examination: 1 hour 45 minutes* *(50% of qualification)* <u>Assessment overview</u> Topics 1, 6, 7, 8, 9 will be examined, using a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.

A wealth of support material is available, including excellent textbooks and revision guides, as well as websites that we recommend, and the current stock of past paper questions is enormous. Further support at our twice weekly clinics is much-valued by those who need it.

Classical Civilisation

OCR: GCSE Classical Civilisation J199

God(s), sex, and politics (not to mention mythology, drama, archaeology, architecture, religion, history, philosophy, love, art and literature); Classical Civilisation covers every possible topic with which you could hope to raise eyebrows at your parents' dinner party. Covering an entire world of life and thought, which was just as complex and sophisticated as our own, this subject is a rare opportunity to study a rich and exotic culture without a language barrier. What's more, you will quickly discover that the Greek and Roman civilisations still affect why and how modern Brits think and behave as they do in the 21st century. In short, as well as being fabulously fascinating, the course allows you to develop a diverse range of skills, while demonstrating that you are highly motivated, independently minded and, of course, let us not forget, civilised.

You do not need to have studied Classical Civilisation in Year 9 to opt for it at GCSE and there is usually the possibility of studying it alongside Latin and/or Greek. Indeed, the pairing is a natural one. Below is a summary of the course offered at LGS. More information, including sample papers, may be found on the awarding body's website.

You will read:
The birth of Romulus and the death of Hercules; heroes blinding cyclopes; how to conquer Gaul (France); the Trojan Horse; gods and goddesses; political plots; boyfriends writing love poetry; and bringing your girlfriend back from the dead.

You will view:
Greek statues, pottery and temples; why Greek houses had no windows; Wonders of the World; prehistoric fortresses; Spartan weaponry; and Pompeian wall paintings.

OCR Classical Civilisation - J199

Content Overview	Assessment Overview	
Component Group 1: Thematic Study Learners must study **one** component in this component group, chosen from: • Myth and religion (11) • Women in the ancient world (12) Both of these components involve a comparative study of ancient Greece and Rome, and combine literary and visual/material sources.	**Thematic Study** **(J199/11, J199/12)** 90 Marks 1 hour 30 minutes written paper	**50%** of total GCSE (9–1)
Component Group 2: Literature and Culture Learners must study **one** component in this component group, chosen from: • The Homeric world (21) • Roman city life (22) • War and warfare (23) All of these components contain two elements; one in-depth cultural study and one study of related literature.	**Literature and Culture** **(J199/21, J199/22, J199/23)** 90 Marks 1 hour 30 minutes written paper	**50%** of total GCSE (9–1)

Computer Science

AQA: GCSE Computer Science 4512

Introduction

Computing skills are essential to the development of education. The subject extends beyond the scope of school, bridging into academic study and possibly future careers. In our globalised world, computing skills are essential components alongside more traditional skills such as numeracy and literacy.

Technology is evolving rapidly, creating new subject areas to explore and changing the way people view mobile and web-related technologies. The growth in this area has created challenges for employers in all sectors from medicine and fashion to engineering and economics. It is clear to see that businesses require an ever-increasing number of technologically savvy individuals.

Why Choose GCSE Computer Science?

There remains is a shortage of programmers in the UK. The software design industry is growing, while mobile technology has caused further growth in gaming. Programmers are highly sought after for their unique mix of logical reasoning, creativity and practical problem-solving skills. Many scientists, mathematicians and engineers will at some point have to produce a program as part of their studies.

AQA GCSE Computer Science Overview

The GCSE Computer Science specification explores the principles of computing and 'computational thinking', with coding at the core of the course. It is designed for pupils who have a keen interest in delving deeper into the fundamentals of computing. They will learn about how devices work and operate. The programming language(s) chosen will be at the discretion of the member of staff.

The course will equip pupils to think logically, to assess and analyse problems and to critically evaluate possible solutions in order to arrive at robust solutions. Innovation and creativity are required.

Among the many benefits, this specification is designed to enable pupils to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

This specification aims to get pupils working with real-world programming and provides a good understanding of the fundamental principles of computing. It is an academically challenging specification for all our pupils.

Subject content

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development
9. Non-exam assessment

Assessments

Paper 1: Computational thinking and problem solving

What is assessed?

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content 1–4 above.

How it is assessed

Written exam set in practically based scenarios: 1 hour 30 minutes
80 marks
50% of GCSE

Questions

A mix of multiple choice, short answer and longer answer questions assessing a pupil's practical problem solving and computational thinking skills.

Paper 2: Written assessment

What is assessed?

Theoretical knowledge from subject content 3–7 above.

How it is assessed

Written exam: 1 hour 30 minutes
80 marks
50% of GCSE

Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing a pupil's theoretical knowledge.

Non-exam assessment

What is assessed?

The non-exam assessment (NEA) assesses a pupil's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Pupils will be expected to follow a systematic approach to problem solving, consistent with system development life cycles.

NEA Tasks

AQA will provide controlled assessment tasks that will allow pupils to *select areas of broad interest* to *them, which will range from gaming, mobile, web and more traditional systems, and within each broad area they will be given a scenario-based task* to *create an appropriate software solution that meets the needs of the user.*

Our Pupils are expected to develop a computer program and present the programmed solution (code) which has been designed, written and tested by them to solve the given problem. Pupils are all expected to produce an original report outlining this development, totalling 20 hours of work.

Further information about this course can be found on the AQA GCSE Computer Science website.

We encourage those with an interest in the latest technology, programming, ICT and electronics, coupled with strong skills and understanding in Mathematics and Physics to consider GCSE Computer Science. Prior knowledge of Computer Science or programming in a language, although advantageous, is not essential. Good mathematical skills and a flair for working logically and systematically coupled with organisation and diligence are important as the course's elements of self-learning will require discipline and motivation.

<u>Extra-Curricular</u>

Pupils are encouraged to attend the Programming Clubs to extend their knowledge and experiences within programming, and to participate in competitions such as those of UK Bebras & UK CyberSecurity.

Design & Technology

AQA: GCSE Design & Technology 8552

"There are three responses to a piece of design – yes, no, and WOW! Wow is the one to aim for."

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Careers within STEM subjects are ever increasing and Design and Technology hugely complements these. Pupils learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around them. It is an exciting and interesting subject and if pupils have enjoyed what they have done so far in Design and Technology, they will enjoy the challenge of GCSE.

The course allows pupils to study core technical, designing, and making principles, including a broad range of design processes, materials techniques and equipment. Pupils will also have the opportunity to study specialist technical principles in greater depth by specialising in theory topics like woods, metals and polymers.

Through the assessment of their knowledge and understanding of technical principles, pupils studying in Design and Technology must demonstrate an understanding of the mathematical and scientific requirements of the course.

The course consists of two units:

Written Exam (*2 hours, 100 marks, 50% of GCSE)*

Section A *Core technical principles (20 marks)*
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B *Specialist technical principles (30 marks)*
Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C *Designing and making principles (50 marks)*
A mixture of short answer and extended response questions.

Non-exam Assessment (Coursework) (50% of the GCSE)
Substantial design and make task: Approximately 30–35 hours, 100 marks.

Pupils will produce an extended design and make project, which will be based on a choice of briefs provided by the exam board. This project will start on 1st June in Year 10 and be complete before Easter of Year 11. Pupils are expected to problem solve throughout this project by designing and making a product that is useful, creative and for a particular user.

Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating
- Production of a prototype and a portfolio of evidence

In **Year 10** time will be spent looking at the written content of the Design and Technology course. Theory lessons will take place on a weekly basis covering areas such as materials, energy, systems and new and emerging technologies, as well as the principles behind designing and making.

We will prepare pupils for the NEA through a series of short projects and tasks:

- Drawing course - the art of sketching quickly to convey ideas and technical drawing
- Lighting project – this will cover all the stages of producing a project folder and product in preparation for the NEA task.
- Manufacture task – this will be a variety of practical skills demonstrated in one or two projects to get pupils familiar with the practical processes available to them.

In Year 11, time is spent working on the NEA, on further development of theory and on revision in preparation for the final examination.

Pupils may be invited onto trips throughout their GCSE course to see learnt theoretical concepts in action. They are welcomed to the department during lunchtime sessions to complete aspects of their projects and will be expected to finish any practical work not completed in lessons.

Future prospects with Design and Technology

We offer Design and Technology at A level, and this subject is supportive of a wide range of subjects. Pupils could choose the subject if they are enthused by the subject and have created good quality outcomes in previous projects.

"Design and technology is a phenomenally important subject. Logical, creative and practical, it's the only opportunity pupils have to apply what they learn in maths and science - directly preparing them for a career in engineering."
James Dyson - Patron of the Design & Technology Association

Drama

WJEC Eduqas: GCSE Drama C690

Pupils taking Drama at GCSE level can expect a course which is varied and stimulating as well as challenging. The specification tests a number of skills: besides acting ability* pupils must demonstrate that they can research a role or topic, develop their ideas, work well in a group, manage their time effectively, reflect upon and evaluate their own work and that of others, and analyse performances. Because the course is so varied, no two lessons are the same and homeworks will be similarly diverse – writing up practical work, undertaking research, learning lines, finding props and costumes, and so on. Drama is not an easy GCSE, but it is extremely rewarding and pupils can expect to gain much in terms of transferable skills, such as self-confidence and teamwork, as well as developing their dramatic ability and understanding of theatre and performance.

The specification has the following structure:

Component One – Devised Performance (40%)
Pupils create, develop and perform a piece of devised theatre based on a stimulus set by the examination board, using an influential practitioner or genre. Some time will be spent developing physical theatre skills, then pupils use these to develop a devised piece for performance around May of Year 10, together with supporting evidence and an evaluation of the piece. The work is internally assessed and externally moderated.

Component Two – Performing From a Text (20%)
Two extracts are studied from a text chosen by the pupils, with guidance from their teacher. Pupils then perform using sections of text from both extracts. The work is externally assessed by a visiting examiner in the Lent term of Year 11.

Component Three – Interpreting Theatre (40%)
In a 90 minute examination, pupils are assessed on their ability to analyse a set text as an actor, designer and director and to discuss a given aspect of a live theatre production seen during the course. The written paper is externally set and marked.

Universities and employers look favourably upon pupils who can demonstrate a wide range of transferable skills, and Drama can contribute much towards creating a 'well-rounded individual' for those who are prepared to work hard at it. It does, however, demand a sensitive and considered approach as the success of group work depends upon the concentration and commitment of every pupil. Those whose behaviour is likely to impact negatively on those with whom they work or whose attendance record is poor would not be suited to the course.

To develop pupils' performance skills, understanding of theatre and experience of live productions, as well as helping pupils with the written elements of the course, there will be opportunities to attend a number of theatre trips organised by the school. It is hoped that pupils will take advantage of these opportunities, although trips are rarely compulsory and are often to local venues. In addition to this, all pupils taking GCSE Drama are expected to attend the main school productions and performances by other examination candidates, which form an extremely important part of pupils' learning and are used in class discussion.

* *At present only performance options are offered. Any pupil with a genuine interest and relevant experience in a technical area such as lighting, sound, set design, etc, should consult the Head of Department if they are interested in pursuing this at GCSE; each case will then be judged on merit.*

English Language

Edexcel: International GCSE English Language A 4EA1

The specification includes one mandatory paper and an additional coursework option. It is a linear qualification and all papers must be taken at the end of the course of study. In addition, pupils may be entered for an optional spoken language endorsement.
Pupils will complete Paper 1 and Paper 3.

Paper 1: Non-fiction Texts and Transactional Writing

- Externally assessed

*Paper code 4EA1/01
60% of the total International GCSE

Content summary

- The **contemporary non-fiction texts** from Part 2 of the *Pearson Edexcel International GCSE English Anthology.*
- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.
- Explore links and connections between writers' ideas and perspectives.
- Develop transactional writing skills for a variety of purposes and audiences.
- Use spelling, punctuation and grammar accurately.

Assessment

- Section A: Reading – a mixture of short – and long-answer questions related to a non-fiction text from Part 1 of the *Pearson Edexcel International GCSE English Anthology* and one previously unseen extract. Total of 45 marks.
- Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.
- The total number of marks available is 90.
- The assessment duration is 2 hours 15 minutes.
- Pupils will be provided with the anthology text in the examination.

Paper 3: Poetry and Prose Texts and Imaginative Writing

- Internally assessed

*Paper code 4EA1/03
40% of the total International GCSE

Content summary

- The **poetry and prose texts** from Part 2 of the *Pearson Edexcel International GCSE English Anthology.*
- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

Assessment

- Assignment A: Poetry and prose texts – one 30-mark essay question based on any two poetry or prose texts from Part 2 of the *Pearson Edexcel International GCSE English Anthology*, including a 6-mark commentary on why these texts were selected.
- Assignment B: Imaginative writing – one 30-mark imaginative writing task.

English Literature

Edexcel: International GCSE English Literature 4ET1

The Pearson Edexcel International GCSE in English Literature comprises one mandatory paper and an additional examined paper. It is a linear qualification and all papers must be taken at the end of the course of study. Pupils will complete Paper 1 and Paper 2.

Paper 1: Poetry and Modern Prose

- Externally assessed

*Paper code 4ET1/01
60% of the total International GCSE

Content summary

- The **poetry collection** from Part 3 of the *Pearson Edexcel International GCSE English Anthology.*
- One **modern prose text** from the list of set texts (page 9).
- Develop skills to analyse unseen poetry.
- Develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.
- Develop comparison skills.

Assessment

- Section A – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.
- Section B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the *Pearson Edexcel International GCSE English Anthology.*
- Section C – Modern Prose: one 40-mark essay question from a choice of two on each of the set texts.
- The total number of marks available is 90.
- The assessment duration is 2 hours.
- Closed Book: texts are not allowed in the examination. However, pupils will be provided with the anthology poems in the examination.

Paper 2: Modern Drama and Literacy Heritage Texts

- Externally assessed

*Paper code 4ET1/02
40% of the total International GCSE

Content summary

- One **modern drama text** from the list of set texts.
- One **literary heritage text** from the list of set texts.
- Develop skills to analyse how language, form, structure and contextual factors can be used to create meaning and effect.
- Develop skills to maintain a critical style and informed personal response

Assessment

- Section A – modern Drama: one 30-mark essay question from a choice of two on each of the set texts.
- Section B – Literary Heritage Texts: one 30-mark essay question from a choice of two on each of the set texts.
- The total number of marks available is 60.
- The assessment duration is 1 hour and 30 minutes.
- Open book: prescribed editions of set texts are allowed in the examination.

Food & Nutrition

Cambridge: IGCSE Food and Nutrition 0648

Food and Nutrition is accepted by universities and employers as proof of knowledge and understanding of the subject.

Under the specification followed, candidates take two compulsory components:

Paper 1 A two hour theory paper

Paper 2 The Practical Test
Two hours and thirty minutes with a planning session of one hour and thirty minutes

Paper 1

Written paper consisting of short-answer questions, structured questions and open-ended essay questions. 100 marks; 50% of total marks.

Paper 2

Candidates have a Planning Session one week before the Practical Test. At the start of the Planning Session, candidates are given their allocated test question (as detailed in the Confidential Instructions) and three preparation sheets. At the end of the Planning Session, all three preparation sheets are returned to the Practical Examiner. At the start of the Practical Test the preparation sheets are returned to the candidate. 100 marks; 50% of total marks.

Syllabus

1. An understanding of the terms used in nutrition and nutrition-related problems
2. Nutritive value of foods
3. Digestion and absorption
4. Dietary guidelines
5. Composition and value of the main foods in the diet
6. Cooking of food, transfer of heat by conduction, convection and radiation
7. Convenience foods
8. Basic proportions and methods of making
9. Raising agents
10. Food spoilage and hygiene in the handling and storage of food
11. Food preservation
12. Kitchen planning
13. Kitchen equipment
14. Kitchen safety, simple first aid

Geography

Cambridge (CIE): IGCSE Geography - 0976

How coral reefs formed and what are are the threats to this fragile ecosystem?

What is the distribution of cities with over a million people and how has this pattern occurred?

Why has the number of people affected by earthquakes increased?

In answering these questions we teach pupils to become 'Synoptic thinkers.' Pupils are therefore able to make use of all of the skills that they possess, including the use of numbers; interpreting photographic evidence; drawing and interpreting visual displays of data; debating and arguing; and even collecting primary data. Honing these skills is important in the development of every pupil and studying Geography is widely acknowledged as one of the most effective ways of practising them.

"Through the Cambridge IGCSE Geography syllabus, pupils will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Pupils will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world."

Pupils will be expected to participate in two days of fieldwork activities. In Year 10 we visit Hunstanton to complete a wide range of Physical and Human Geographical techniques; In Year 11 we visit Leicester to investigate the features of a dynamic urban area and also to compile case study material.

The course is assessed via three examination papers:

Paper 1 – Geographical Themes.

Theme 1 Population and Settlement; Theme 2 - The natural environment;
and Theme 3 - Economic development.
Three questions are to be answered in 1 hour 45 minutes. This paper comprises 45% of the total marks.

Paper 2 – Geographical skills

Interpretation and analysis of geographical data – This paper is based on testing skills of application, interpretation and analysis of geographical information, e.g. topographical maps, other maps, diagrams, graphs, tables of data, written material, photographs and pictorial material as appropriate.
1 hour 30 minutes, 27.5% of total marks

Paper 4 - Alternative to coursework (Paper 3)

'How to do fieldwork' – In this paper a knowledge of different examples of fieldwork techniques is required to complete a series of structured tasks.
1 hour 30 minutes, 27.5% of total marks

What could I go on to do at the end of my course?

Geography combines well with almost all other A level subjects. Taken with 'sciences' like Mathematics, Physics, Chemistry and Biology, Geography supports applications for almost any science-based university course, including engineering, medicine, geology and veterinary science. Taken with 'arts/humanities' like English, French, RE or History it can also lead on to a variety of courses, including law, business, media, and politics. Previous pupils taught by the Department are now in a wide range of careers from being a volcanologist to a Member of Parliament.

History

Edexcel: International GCSE History 4HI1

History is an academically robust subject for anyone interested in the causes, outcomes and significance of major historical events. Pupils will unpick the motivations behind prominent individuals and understand key political movements and conflicts that mark our twentieth century. The course charts the raw nationalism and conflicts that sparked and characterised the First World War; to the ideological struggles of the global Cold War that eventually followed. In Asia, pupils examine the evolution of China from ancient imperial to modern communist state. History offers pupils a crucial sense of historical perspective to support them in a rapidly changing world. It is especially highly valued by a wide range of employers and universities for it allows pupils to develop a range of crucial transferable skills: producing a balanced interpretation; analysing primary evidence, and evaluating opposing viewpoints. With current concerns over fake news and counterfactual assertion in our information age, the skills of a well-schooled historian to critique with confidence a throwaway headline or tweet will be a useful lifelong skill. Previous OL historians have gone on to successful careers in Law, Journalism, Civil Service and Business.

Course Content

The specification comprises two Papers, each consisting of two topics spanning many of the key events of the twentieth century.

Paper One:	**Development of Dictatorship: Germany**	**1918 - 1945**
	A World Divided: Superpower Relations	**1943 - 1972**
Paper Two:	**The Origins and Course of the First World War**	**1905 - 1918**
	Conflict, Crisis and Change: China	**1900 - 1989**

The course allows in-depth study of key twentieth-century topics and aims to build upon skills developed lower down the school. These include evidence *interpretation* and understanding of concepts such as *cause* and *consequence* and *change* and *continuity*. Additionally pupils examine the influence of major figures in political history.

The work is demanding but varied. A willingness to share, discuss and debate ideas with peers is helpful, but the most important requirement is interest and enthusiasm in the subject and a desire to understand the events, trends and individuals that have shaped past societies.

Pupils examine a wide range of traditional resources supported by a variety of audio-visual and web-based materials. Whereas documentary screenings can serve to deepen pupil knowledge for example, a critical examination of a dramatic interpretation can equally aid evaluation skills. Visiting speakers and trips to museum exhibitions further enrich historical understanding. A residential visit to either the WW1 Battlefields (Belgium/France) or Berlin will be offered to pupils.

Method of Assessment

There are two final examinations, each lasting 90 minutes and carrying 50% of the total mark. The papers will feature questions that test evidence handling skills; understanding of historical concepts; the ability to support analysis with good evidence, and evaluation of source-based interpretations as part of extended writing.

Latin and/or Greek (Classical)

OCR: GCSE Latin J282
OCR: GCSE Classical Greek J292

Study of logical Latin and graceful Greek allows first hand access to the minds of some of the most seminal and ground-breaking writers the world has ever seen; this really is the birth of history and thought as we know it. On each course, you will develop your skills of translation and learn how the languages work and have evolved. You will read literature in the original languages, with an eye to its historical, political and social context. The development of your overall analytical skills and the ability to appreciate and respond to humanity in general will be a serendipitous by-product.

The subjects read, to name but a few, can include Julius Caesar's conquests, the eruption of Vesuvius, the execution of Christians, how to get a girlfriend, how not to get a girlfriend, Boudicca's revolt, myths of heroes and divinities, grave-stones, political speeches, love (and hate) poetry, bread and circuses, visits to the Underworld, inciting rebellion, miraculous transformation, the disgusting behaviour of slaves, ex-slaves, plebs, senators and emperors, the self-sacrifice of noble warriors and the natures of justice and goodness.

The languages are both among the *Facilitating Subjects* recognised by the government as leading to employment in a wide range of desirable fields. They are, therefore, among the best at helping you to keep your options open. If you are academically ambitious, then you should consider them carefully. Nonetheless, contrary to urban myth, both subjects are within the capabilities of most LGS pupils, who are generally unaware, perhaps because of the high demands of the Cambridge Latin Course, that their average level of competency in the languages by the end of Year 9 compares favourably with the national picture of schools offering a classical education. Beyond GCSE, LGS has a strong record of successfully helping its Latin and Greek pupils to prepare themselves for admission to Classics and other subjects (including STEM) at Britain's very best universities.

The courses of Latin and Classical Greek are structured in parallel with one another and there are natural practical and academic benefits to studying both. Pupils interested in studying Latin or Greek should also consider Classical Civilisation, as there is usually the possibility of studying it alongside the languages. Indeed, the pairing is a natural one.

The summary of Latin given here is also true of Greek.
More information about the course details may be found on the awarding body's website.

Content Overview	Assessment Overview	
Language Learners study texts and stories in Latin to build knowledge and understanding of Latin vocabulary, accidence and syntax.	Compulsory component: J282/01: **Language** 100 marks 1 hour 30 minutes Written paper	This component is worth **50%** of total GCSE
Prose and Verse Literature Learners study Latin set texts and answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied. **Literature and Culture** Learners study two topics on Roman Civilisation and Culture using the sources in the *Prescribed Sources Booklet* and answer questions in English on aspects of content, culture, social practices and values.	Optional components – any **two** of the following **five:** J282/02: **Prose Literature A** J282/03: **Prose Literature B** J282/04: **Verse Literature A** J282/05: **Verse Literature B** J282/06: **Literature and Culture** 50 marks 1 hour Written paper	Each component is worth **25%** of total GCSE

Mathematics

Edexcel: International GCSE Mathematics A 4MA1

The specification, followed at LGS since September 2016, is assessed solely by two 2 hour written papers at the end of the course.

Whilst there are two tiers of entry, past experience (under the old grading system) showed that the majority of our pupils gained grades A or A*, with pupils in the bottom set attaining a B in most cases. Hence, the intention is that all pupils will be entered at the Higher Tier which targets grades 4 to 9.

Pupils in the top set, and possibly some of the second set, will also be extended mathematically by covering the material for the AQA Level 2 Certificate in Further Mathematics 8360, (an equivalent of an International GCSE in Further Maths) which involves some of the material required for A-level. This provides these pupils with a head start with for the Sixth Form, whether they decide ultimately to study for one or two A-levels in the subject.

Entry at Higher Level may cause some difficulties for those pupils in the bottom set(s). For such pupils, the department may decide to cover only some or part of the more demanding topics. Such decisions will be determined by the ability of the pupils within the group, a desire to maximise their potential exam grade and the need to provide them with the necessary mathematical tools for their future careers.

Pupils following the full Higher Tier course will have encountered all the prerequisite techniques for A-level study in Mathematics although this will not be the case for those following the abbreviated course. This means that pupils within the group(s) following an abbreviated course will not be eligible to take A-level Mathematics at Leicester Grammar School.

Modern Foreign Languages

AQA: GCSE French 8658, GCSE German 8668, GCSE Spanish 8698

Pupils may choose as their *core* Modern Foreign Language **French, German or Spanish**, provided that language was studied in Year 9. An *additional* language may also be chosen from the GCSE option blocks.

The objective is to enable pupils of all abilities to develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. In studying for the GCSE qualification, pupils will be able to understand language in a range of situations, communicating effectively and developing a knowledge of grammar and wider language learning skills. Through this course cultural awareness is developed alongside positive attitudes towards language learning, enjoyment and intellectual stimulation. Languages are taught as a skill for life and not simply as a qualification.

The specification covers three distinct themes which relate to pupils' own experiences and that of other people in the target language country.

1. Identity and culture

- *Me, my family & friends*
- *Technology in everyday life*
- *Free-time activities*
- *Customs & festivals in the target language country/community*

2. Local, national, international and global areas of interest

- *Home, town, neighbourhood & region*
- *Social issues*
- *Global issues*
- *Travel & tourism*

3. Current and future study and employment

- *My studies*
- *Life at school/college*
- *Education post-16*
- *Jobs, career choices & ambitions*

The scheme of assessment is linear and pupils may be entered either for Foundation or Higher Tier overall. All four skills of listening, reading, speaking and writing will be assessed by means of one examination paper each respectively, taken at the end of Year 11, and each paper is worth 25% of the final mark.

In considering their choice of Modern Foreign Language, pupils may find the following of interest:

French:
More than 200 million people speak French on five continents and French is also the only language, alongside English, that is taught in every country in the world. On the international job market, a knowledge of French naturally opens the doors of French companies in France but also other French-speaking parts of the world (Canada, Switzerland, Belgium, and North and sub-Saharan Africa), and as the world's fifth biggest economy and number-three destination for foreign investment, France is a key economic partner. Culturally, French is also a strong choice as the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature, as well as films and songs, allowing access in the original language to the works of Victor Hugo, Molière, Edith Piaf, Jean-Paul Sartre, amongst others.

German:
In recent research undertaken by the British Council, German was ranked number one as the language most important to Britain's export market and number two by business as most useful to their organisation. Spoken by 120 million native speakers around the world, German is an official language of six European countries. It is the 3rd most popular foreign language taught worldwide and the second most popular in Europe and Japan, after English. With the fourth largest economy in the world, Germany is undoubtedly the economic powerhouse of the European Union and is forecast to remain so through to 2020 and beyond. Alongside its economic strength with companies like BMW, Daimler, Siemens, Lufthansa, Bosch, Adidas, BASF, and many others, Germans are committed to innovation, and two-thirds of the world's leading international trade fairs take place in Germany. Often referred to as the land of poets and thinkers, Germany also has a rich cultural heritage and is the home of Goethe, Beethoven and Freud, to name a few. On top of this, during Year 10, pupils opting to study German for GCSE will have the opportunity to participate in the exchange programme with the Elisabethenschule in Hofheim am Taunus, near Frankfurt, bringing German to life for our pupils and fostering strong international relations and lifelong friendships.

Spanish:
Spanish is one of the world's major languages with 329 million native speakers, and its global influence is growing day by day. By 2050 the number of Spanish speakers is expected to increase to 530 million, with the Spanish-speaking population of the USA alone currently increasing at more than 1 million a year. Being able to speak Spanish opens up a whole new world, whether travelling in South America, making the most of holidays in Spain or using your language skills to improve your employment prospects. Spain is one of the UK's major trading partners and Spanish companies such as Santander, Mango and Zara have established themselves on our high streets. The total value of business between Spain and the UK is £21 billion per annum. Learning Spanish will also give you the opportunity to enjoy a wide range of cultural works such as the films of Guillermo del Toro and Pedro Almodóvar, and contemporary Spanish and South American music. *¡El español mejora tu calidad de vida!*

Music

Cambridge: IGCSE Music 0978

Pupils with a keen interest in both practical and academic music are encouraged to take Music. Grade 5 provides a useful benchmark for the standard of performance and theoretical understanding that is expected for a strong result in Year 11. The course will be most enjoyable for those who have a good understanding of music theory at the start of the course alongside a keen interest in Western Classical Music and some curiosity about World Music.

Those opting for Music will play a full part in the musical life of the school, including singing in one of our many choirs.

The three modules of which the course consists are taken at the end of Year 11.

1. Listening (c.40%)

This is a written exam (c.75 minutes) which requires responses to extracts of music played on a CD. Some of the tests are on unprepared music; others are on prepared pieces. The prepared pieces are drawn from 19th century orchestral music and world music. Candidates will be expected to be able to identify different styles of classical and world music, and to demonstrate their knowledge of key signatures, chords, transposition, instruments, structures, performing directions and other rudiments of music. The exam is externally assessed.

2. Performing (c.30%)

Candidates must perform individually and as part of an ensemble. The performances are recorded, internally assessed and then externally moderated.

3. Composing (c.30%)

Two contrasting compositions must be submitted at the end of the course. They should be presented in written and recorded form. The compositions can be in any style and for any instrument or combination of instruments. They are internally assessed and externally moderated.

Physical Education

Cambridge: IGCSE Physical Education 0995

The specification provides candidates with an opportunity to study both practical and theoretical aspects. It is designed to foster enjoyment by providing pupils with an opportunity to take part in a range of physical activities. Pupils will be able to develop an understanding of effective and safe physical performance and to appreciate the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

The examination assesses knowledge and understanding in relation to the syllabus content. Candidates are required to demonstrate skills of description, interpretation and evaluation. They must answer all the questions

The question paper is divided into the following topics:

Anatomy & physiology
Health, fitness & training
Skill acquisition & psychology
Social, cultural & ethical influences.

Component 2 *Coursework; Centre-based assessment*

Candidates undertake **four** practical activities from at least **two** of the seven categories listed.

The Coursework component requires candidates to offer a minimum of four practical activities from two of the seven categories. The pupils will have the opportunity to be assessed in the school's major winter and summer games along with swimming and Camp Craft. Pupils are invited to submit video evidence from any sport they participate in from the categories below. Each activity is marked out of 25 marks and the practical activities are:

Categories	Practical Activities		
Games	• Association Football • Badminton • Basketball • Cricket • Goalball • Golf	• Hockey • Netball • Handball • Baseball, Rounders or Softball • Rugby League or Rugby Union • Lacrosse	• Squash • Table Tennis • Tennis • Volleyball
Gymnastic Activities	• Artistic Gymnastics - floor, vaulting or rhythmic • Figure Skating (Individual) • Trampolining		
Dance Activities	• Dance		
Athletic Activities	• Cross Country Running • Cycling • Rowing and Sculling	• Track and Field Athletics • Weight Training for fitness	
Outdoor and Adventurous Activities	• Canoeing • Hill Walking or Orienteering • Horse Riding • Rock Climbing	• Sailing • Skiing or Snowboarding • Mountain Biking • Wind Surfing	
Swimming	• Competitive Swimming • Life Saving or Personal Survival • Water Polo		
Combat Activities	• Judo or Taekwondo		

Pupils are expected to attend co-curricular practices for the activities they will be submitting as part of their final practical assessment.

Physics

Edexcel: International GCSE Physics 4PH1

The two year course culminates in two written papers which candidates sit in Year 11 - one 2 hour paper and one 1 hour and 15 minute paper, with weightings of 61.1% and 38.9% respectively. These papers are untiered and hence both must be sat by all candidates.

Physics Paper 1

This paper will assess Physics across all assessment objectives. All the content in the specification which is not in bold will be assessed in this paper.
The maximum mark for this paper is 110.

Physics Paper 2

This paper will assess Physics across all the assessment objectives. All the content in this specification, whether bold or not, will be assessed in this paper.
The maximum mark for this paper is 70.

There will be a range of compulsory, short-answer structured questions in both papers which are ramped to ensure accessibility for less able pupils, as well as to stretch more able pupils. Pupils may be required to perform calculations, draw graphs and describe, explain and interpret physical phenomena. Some of the question content will be unfamiliar to pupils; these questions are designed to assess data-handling skills and the ability to apply physical principles to unfamiliar information.

Questions targeted at grades 9 to 6 will include questions designed to test knowledge, understanding and skills at a higher level; including some questions requiring longer prose answers.

Year 10

Forces and motion, magnetism and electromagnetism, energy resources and transfer.

Year 11

Radioactivity and particles, electricity, waves, solids, liquids and gases and astrophysics.

The level of mathematical ability required is not extreme, despite any stigma concerning IGCSE Physics. Working at the equivalent of a Grade 5 in Mathematics throughout the course would ensure that the pupil is adequately prepared.

Religious Studies

AQA: GCSE Religious Studies A 8062

The course is assessed at the end of two years through two examination papers each of duration 1 hour 45 minutes. Each paper contributes 50% towards the overall qualification and 50% of the marks for the two papers is given for evaluative answers.

On the first paper, pupils will answer questions on the beliefs and practices of **Christianity** and **Buddhism.**

On the second paper, *Religious, philosophical and ethical studies in the modern world*, pupils will consider different religious, philosophical and ethical arguments and their impact and influence in the modern world. They should be aware of different perspectives on the issues. Pupils will study the four themes outlined below and as well as considering each topic from a secular perspective they will be able to choose the religion which interests them the most and demonstrate understanding of the application of that religion to the chosen topic.

Themes:

- **Religion and Life**, focussing on the origins of life on earth, environmental issues, euthanasia, abortion and beliefs in life after death.
- **Religion, Peace and Conflict**, focussing on religious responses to war, violence, terrorism and pacifism.
- **Religion, Crime and Punishment**, focussing on the causes of crime, the aims of punishment, forgiveness and the death penalty.
- **Religion, Human Rights and Social Justice**, focussing on human rights and wealth and poverty.

If you enjoy discussing topics of philosophical, ethical, spiritual and religious significance then you should consider taking this subject. Religious Studies is taught through a wide variety of methods, with an emphasis on active and creative learning, discussion and debate.

What do LGS pupils say?

- "GCSE RS broadens your understanding of people and makes you see both sides of an argument."
- "Class discussions make the lessons enjoyable and give you the opportunity to see various issues from numerous perspectives."
- "I feel that understanding religious concepts promotes social harmony and religious tolerance."
- "You learn more about yourself, your family and friends. I've enjoyed being challenged with questions about controversial issues such as abortion and weapons of mass destruction, and weighing up arguments to discover what I believe about things."
- "I have greatly enhanced my ability to argue my own viewpoints clearly and concisely, but also learned to understand the viewpoints of others."