



LEICESTER
GRAMMAR
SCHOOL

**PROSPECTUS
FOR YEARS 10 AND 11**

2025 – 2027

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 over 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 prospect 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 adult!

We should, however, not take this line of thought too far. Pupils will take either ten or nine GCSEs, and that means that everyone will study a broad suite of subjects until the end of Year 11; 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 select the subjects that they find most interesting, and in which they are likely to enjoy the most success; quality is in fact more important than quantity. If they follow this advice, as well as the Combination Rules below, 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 called Life Education (PSHE: Personal, Social, Health and Economic education) 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 appropriate Head of Department – they are always happy to help.

I hope our pupils will enjoy making their choices and 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.

Although 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.

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 Head of Year.

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 MA McNally & Miss AH Butt

Heads 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

We would normally expect each pupil's curriculum to satisfy the following four rules.

If your desired combination does not, then please get in touch for a further discussion.

(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)

A small number of pupils in Years 10 and 11 will follow a curriculum including one fewer GCSE (or equivalent) course; instead attending additional lessons tailored to support the broader demands of the GCSE years and the examinable courses therein. This pathway is generally available by invitation only (which will be sent, together with further information, by the Head of Year), and its allocation is dependent on the timetable restrictions imposed by the six optional courses followed.

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, and that the availability of subjects at A-Level, as at GCSE, will depend on there being sufficient interest to make courses viable.

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

Deputy Head (Curriculum)

GCSE Choices and Careers

To many pupils and their parents, it will seem premature to think about careers halfway through Year 9, and they are probably correct. The “G” in GCSE stands for General, and it is important that the GCSEs chosen cover a range of subjects, not least to help pupils develop their skills across a range of areas.

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. This contains a wide-ranging collection of information suitable for this age group. Careers work will also be undertaken in Life Education periods throughout the GCSE years, helping pupils to formulate ideas about prospective careers and help dispel myths about others.

Each student in Year 9 has access to their own Morrisby account: an interactive careers platform which offers a wealth of careers information as well as support through online assessments and technology to help them make better decisions about the wide range of pathways open to them. We offer aptitude tests using Morrisby in Year 10 and many pupils find this personalised process very helpful in understanding themselves and 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 practitioner.

Art and Design

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

What does Art GCSE involve?

During the GCSE Art & Design course you will be introduced to key skills and practices that will form a foundation of understanding and methodology on which you can build upon over the two-year course. As the GCSE progresses, you will also have increased scope to explore and experiment different creative ideas and interpret briefs in an independent and personal way to you, which can be moulded around your interests within Art & Design.

By individualising your work, you have the freedom to create personal and original outcomes in a range of exciting medias and new processes. The processes available to you are broad, thanks to a fantastically resourced Art Department, with opportunities to investigate printmaking, painting, sculpting, mixed media, surface textiles and photography to name a few. The specialist Art teachers can guide you through different techniques, sharing their invaluable experience and knowledge with you as you develop your own sophisticated creative practice.

Year 10 focuses on a structured project relating to the first department day trip whilst the Year 10/Year 11 project title is broad, allowing you to investigate your own interests within your study, with a residential trip to offer workshop experiences, museum and gallery viewings and cultural capital.

GCSE Art focuses on a mostly practical scheme of work, with supporting contextual study and theory alongside to strengthen your academic understanding. You will be expected to make written notes, to explain your creative decisions and in-depth analyses of not only your own work and progress but of the work of other historical and contemporary influences that you are inspired by during your research. The knowledge gained from trips and visits is expected to influence and stimulate your practical coursework and idea development.

Over the two years of the course, you will be encouraged to explore, but are not limited to, a range of methods and specialisms within Art and Design. 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. These include:

Painting, drawing, collage, ICT, printmaking, photography, construction, sculpture, illustration, digital design, installations, models, and mixed media.

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?

- Creative students are well-rounded students, a young person who can be creative and academic are very desirable to future employers.
- If you enjoy the Art and show flair and talent for the subject, you should explore this and develop this skill further.
- It is a uniquely creative and practical subject that is often a welcome balance to your GCSE timetable.
- To succeed in Art speaks volumes about your imagination, analytical skills, initiative, resourcefulness and originality;
- It leads on to a well-established and respected A-level, which is considered as a 'traditional' subject, accepted in a range of Degree courses applications from Law to Medicine. It is also a stepping-stone to a major area of employment in the forever thriving, billion-pound creative industries.
- Art and Design has an abundance of key transferable skills, which will benefit students in later life and work.

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 if you are willing to work hard and develop your skillset. As a rule of thumb though, if you regularly receive VG (Very Good) and E (Excellent) in your attainment and effort in lower school, you are well established to proceed onto an Art and Design GCSE course.

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 making use of a variety of media and 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 trips and visits to allow you to study ceramics and sculpture at first hand and inspire your own work. Year 10 focuses on a structured project relating to the first department day trip whilst the Year 10/Year 11 project title is broad, allowing you to investigate your own interests within your study, with a residential trip to offer workshop experiences, museum and gallery viewings and cultural capital.

The course will build on skills that you have previously gained and introduce you to new methods of work. Your final artworks will be in clay and you will be confident in hand-building using coil, slab and pinch construction methods. 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 develop a folder of work 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, testing pieces in clay and alternative materials; towards a final product
- Organising, structuring, modifying and evaluating your work.

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 as well as demonstrating your dexterity and spatial awareness. 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, which is popular for students with an interest in architecture.

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 may especially 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 interest and motivation. If you regularly receive VG (Very Good) and E (Excellent) for effort and attainment you have the necessary skills to consider GCSE. However, we would encourage you to discuss any concerns with your teacher to help you to reach a decision, especially if you are keen but generally are working at a G (Good). There is much that can be achieved if you are well-motivated.

Biology

Edexcel: International GCSE Biology 4BI1

The teaching of the International GCSE in Biology takes place in Years 9 to 11. The department follows Edexcel's International GCSE, 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, the specification 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 component.

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

Chemistry

Edexcel: IGCSE (9-1) Chemistry 4CH1

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 will prepare pupils for the Edexcel IGCSE (9-1) Chemistry course (4CH1). 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:

Principles of Chemistry

States of matter; Elements; compounds and mixtures; Atomic structure; The Periodic Table; Chemical formulae; equations and calculations; Ionic bonding; Covalent bonding; Metallic bonding; Electrolysis

Inorganic Chemistry

Group 1 (alkali metals) – lithium, sodium and potassium; Group 7 (halogens) – chlorine, bromine and iodine; Gases in the atmosphere; Reactivity series; Extraction and uses of metals; Acids; alkalis and titrations; Acids; bases and salt preparations; Chemical tests

Physical Chemistry

Energetics; Rates of reaction; Reversible reactions and equilibria

Organic Chemistry

Introduction; Crude oil; Alkanes; Alkenes; Alcohols; Carboxylic acids; Esters; Synthetic polymers.

Exams: **Paper 1** (2 hours- 60% of the marks) and **Paper 2** (1 hour 15 minutes- 40% of the marks)

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), wars, and politics, not to mention mythology, drama, religion, history, art, and literature: Classical Civilisation at GCSE is the perfect subject for anyone who enjoys learning about the ancient world and cannot wait to discover more. This is a time when myths were a part of everyday life, a place where brave and honourable heroes were championed by Olympian gods. It is also a world in which women were blamed for the suffering of men and masters lived with slaves under one roof. The Greeks and Romans were as incredible as they were awful, and their societies continue to spark wonder and debate. You will get to grips with all this in Classical Civilisation GCSE.

Half of the course will explore ancient Greece, particularly Athens and Sparta, while the other half will focus on Rome. You will encounter literary and visual/material sources that provide a glimpse into the ancient world. Getting close to a statue of a hoplite warrior can help us to understand the practicalities of ancient warfare; reading Homer's *Iliad* in translation allows us to understand *why* these men fought at all.

As you progress through the GCSE, you will learn how to use relevant evidence to form **balanced opinions** about **complex issues**. You will improve your ability to argue and persuasively present your point of view. **This is an invaluable life skill**, and unsurprisingly Classicists are rather good at convincing people to listen to them. You will acquire these skills while studying some of the most interesting people who ever lived.

Programme of Study

The GCSE involves two equally weighted (50%) components assessed via written examinations:

1) Women in the Ancient World. You will examine the lives and representations of women in Athens, Sparta and Rome. You will analyse the role of women and their experiences from birth to death, such as their duties in the household, their involvement in religion, and their place in the world of politics. You will study high-class women, who defied powerful men, and low-class women, whose lives must have been very sad. You will learn about women who are portrayed as models of virtue, and those who created scandal. This includes famous women in myth and history, such as Pandora in Greece and Cleopatra in Roman Egypt.

Studying ancient women will allow you to reflect upon modern attitudes towards women: do we still have different standards of 'ideal' male and female behaviour, and if so, how? Do we still blame women for the actions of men, like the Greeks blamed Helen for the Trojan War? You will soon discover that we have not moved as far from ancient attitudes as we would like to believe.

2) War and Warfare. You will explore warfare in Greece and Rome, with a focus on the Athenian, Spartan, and Roman armies. You will learn about the military systems through literary, visual, and material sources. You will also examine four of the most famous battles of the ancient world: the battle of Thermopylae, Salamis, the battle of Actium and the campaigns of Trajan. This historical study is enhanced by reading ancient authors who wrote about mythological and historical wars, such as Homer and Virgil. These authors allow us to understand how war was viewed in their own time, in stories about heroes and the gods.

Studying ancient warfare will allow you to reflect upon modern attitudes towards fighting and dying for one's country. As war was a central part of ancient life, the Greeks and Romans knew from personal experience what victory and defeat meant in battle, both to soldiers and their families. War could be noble or tragic, glorious or shameful. When faced with death on the battlefield, the Greeks and Romans began to consider what it meant to *live*

GCSE classicists are invited to participate in trips to the British Museum in London and to attend performances of Greek plays in translation. These trips will contribute to your understanding of the core topics and are great fun. An optional trip to Greece will also run in 2026 for all GCSE Classics students.

Classical Civilisation at GCSE is **open to all pupils** and does **not** require you to have studied the subject in Year 9. All classical subjects are offered at A-level at LGS and beyond that at university.

Computer Science

AQA: GCSE Computer Science 8525

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 literacy and numeracy.

Computer Science, like mathematics, underpins a huge range of subjects. It has concepts and ways of working that do not change quickly over time, including programming, writing pseudocode, creating algorithms and data structures. Developing key skills in 'computational thinking' offers insightful ways on how information operates in many natural and engineered systems.

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 today require an ever-increasing number of technologically savvy individuals. Therefore, it develops logical and analytical thinking, creative and technical skills and problem-solving capabilities.

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.

The subject of Computer Science is highly creative. This may seem self-evident in the case of computer games, electronic art and computer-generated music, but these examples from the creative industries perhaps conceal the fact that writing any computer program involves creativity in the virtual universe behind the screen.

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. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.

Assessments

The Computer Science course is a mixture of both theory and practical program development. The course is examined over two examination papers each worth 50% of the overall GCSE (see below).

Paper 1: Computational thinking and programming skills

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

The content for this assessment will be drawn from subject content 1 –2 above.

Written exam set in practically based scenarios: 2 hours. 90 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: Computing Concepts

Theoretical knowledge from subject content 3–8 above.

Written exam: 1 hour 45 minutes. 90 marks. 50% of GCSE.

Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

This qualification not only develops our students' ability to apply 'computational thinking' skills, but also fosters skills and knowledge for progression to further study.

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, Physics and Chemistry 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.

Extra-Curricular

Pupils are encouraged to attend the Coding Clubs to extend their knowledge and experiences within programming, and to participate in challenges and competitions such as those of UK Bebras, OUCC and Cyber Explorers.

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 complement these. Pupils learn how products and systems are designed and manufactured, how to be innovative, and how to make creative use of a variety of resources to improve the world around them. It is an exciting 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 consists of two units: Coursework (Non-Examined Assessment) and an exam.

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

This exam combines multiple-choice, short and extended written answers. We teach these topics during Year 10 and aim to make them as engaging as possible. Pupils get to visit the BMW Mini Factory to experience a Just In Time production line in action, giving them a better understanding of its key features. Other topics include:

- Material properties
- Production methods
- Mass production methods
- Product analysis
- Drawing techniques
- The work of others
- Sustainable design
- New and emerging technologies and materials
- Application of Maths (engineering)

Non-exam Assessment (Coursework) (50% of the GCSE)

Substantial design and make task: Approximately 30–35 hours, 100 marks.

Pupils are expected to solve a problem in this project by designing and making a valuable and creative product for a particular user. From the 1st of June in Year 10, the exam board will publish three contexts on which their extended design and make project should be based. Previous contexts have been ‘sustainable design’, ‘outdoor living’ and ‘educational toys’. This project will be completed by Easter in Year 11 and will follow the traditional iterative design structure:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating and developing design ideas
- Making
- Analysing & evaluating

Examples of previous projects have included:

- Wall-mounted bike storage unit.
- Space-saving wooden desk.
- Portable outdoor lighting.
- Office desk tidy and storage facility.
- Under desk leg exercising machine.

In Year 10, one double lesson a week will be dedicated to learning the theory for the exam and the other will be design and make practical-style projects to develop skills. Current projects are hugely successful, and pupils strive to produce outcomes that are of an excellent standard.

- **Metals Clock project** – Pupils will use a mixture of mild steel, copper and brass to produce a wall-based or freestanding clock. They will learn to cut and shape metal, brazing, soldering, spot welding, bending and finishing techniques. They will also produce a Fusion 360 computer-generated model of their finished outcome.
- **Wooden Lamination Lighting project** – Pupils will produce a range of design ideas to create a freestanding wooden lamp using curved laminated plywood. They will also have the chance to use hardwood in their design, allowing them to use timbers they have never used before to make it more aesthetically pleasing.
- **Chess Board Project** – Pupils learn how to develop skills using Fusion 360 to model chess pieces then use the die sublimation printer to transfer an image of a chess board onto plywood.

Pupils may be invited onto trips throughout their GCSE course to see learnt theoretical concepts in action. During lunchtime sessions, they are welcomed to the department to complete aspects of their projects and are 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 support the applications of pupils wishing to apply for the Arkwright Engineering Scholarship in Year 11. In 2024 we had six successful scholars – matching the previous year!

Pupils also get to participate in the Year 12 Greenpower car project. Whilst studying Design and Technology is not essential to succeed in this project, we often find that pupils get more out of the competition if they have.

If pupils have liked their experience in the subject so far and like some of the work produced by older year groups that is often on display, they will surely enjoy it.

“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

If you love the arts and acting then Drama is obviously the right subject for you, but what if you want a different career? Can you think of a job that does not require the skills you develop in drama?! The Royal Academy of Dramatic Arts says of the subject:

"We believe that drama can transform lives: not only for those who pursue a professional career in the industry, but for anyone who benefits from its positive impact on confidence, communication, team-building and story-telling".

The myth sometimes perpetuates that things which are 'fun' are not worth doing. Don't make the mistake of thinking that we learn more by suffering! If you enjoy a subject, you are much more likely to engage easily, commit fully, and experience success.

Pupils taking Drama at GCSE level can expect a course that 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: 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 applicants 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.

** 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 Academic Drama 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 three texts (one of which must be poetry, one which must be prose) texts from Part 2 of the *Pearson Edexcel International GCSE English Anthology*.
- 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 Literary 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

The Food and Nutrition syllabus introduces both the theoretical and practical aspects of buying and preparing food. Dealing with diet and health in everyday life, pupils study the nutritional value of basic foods and develop the skills required to produce a balanced family meal. Consumer awareness is encouraged, as are high standards of personal and kitchen hygiene, especially when pupils put their knowledge into practice in order to produce creative and enjoyable dishes.

Cambridge IGCSE Food & Nutrition is accepted by universities and employers as proof of knowledge and understanding of food and nutrition. They will gain lifelong skills, including:

- An understanding of nutrition and of health problems related to diet
- An understanding of how socio-economic factors affect diet
- An awareness of how eating patterns and dietary needs depend on age and social group
- An awareness of how the position of the consumer differs in developed and less-developed economies
- The ability to assess the effectiveness and validity of claims made by advertisers
- Aesthetic and social sensitivity to dietary patterns
- An interest in the creative aspect and enjoyment of food
- The ability to organise and manage family food resources and to use food resources effectively in everyday life
- Knowledge of safety and hygiene requirements.

Under the specification followed, pupils take two compulsory components:

Paper 1 Theory Exam. 50% of the total marks.

A two hour written paper consisting of short-answer questions, structured questions and open-ended essay questions.

Paper 2 Practical Exam. 50% of the total marks.

Pupils have a planning session of 1 hour 30 minutes one week before the practical test of 2 hours 30 minutes. At the start of the planning session, pupils are given their allocated test question and three preparation sheets. During this time, pupils should produce a response to the question, by planning what recipes they will cook. Example questions include: 'Five dishes for a buffet lunch', 'Main-course dish for friends who have coeliac disease', 'savoury vegetarian dishes for a party'. After the planning session, pupils are given a week to practice their chosen recipes in preparation for the exam. 'Masterchef style!'

Throughout Year 10, pupils will develop their practical skills and ability to multitask when cooking different dishes at the same time. They will be expected to cook at least once a week and be organised at bringing in ingredients.

Theory topics include:

| | |
|--|---|
| An understanding of the terms used in nutrition and nutrition-related problems | Convenience foods |
| Nutritive value of foods | Basic proportions and methods of making |
| Digestion and absorption | Raising agents |
| Dietary guidelines | Food spoilage and hygiene in the handling and storage of food |
| Composition and value of the main foods in the diet | Food preservation |
| Cooking of food, transfer of heat by conduction, convection and radiation | Kitchen planning |
| | Kitchen equipment |
| | Kitchen safety, simple first aid |

Geography

Cambridge (CIE): IGCSE Geography - 0976

What is the distribution of coral reefs and how does human activity affect these fragile ecosystems?

What is the distribution of cities with over 10 million people and what are the issues that all urban areas must face and manage?

How will the impacts of Global Warming and Climate Change be felt at various scales

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 subjects like Mathematics or the Sciences, Geography supports applications for almost any science-based university course, including engineering, medicine, geology and veterinary science. Taken with subjects like English, French, RS 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 enriching subject for anyone interested in the causes, outcomes and significance of major historical events and episodes across the twentieth century. Pupils will unpick the motivations behind key individuals and understand major political movements and conflicts that marked that period. The course charts the raw nationalism and tensions 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, evaluating opposing viewpoints and presenting a clear argument. 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. However, the skills acquired are applicable in numerous other fields.

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 and ordinary citizens in political history. Ultimately, it is a course about people.

The work is sometimes 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 the First World War Battlefields (Belgium/France) or Berlin will usually 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; Classical Greek J292

Study of logical Latin and graceful Greek allows first-hand access to the minds of some of the most groundbreaking writers the world has ever seen; this really is the birth of history and thought as we know it. In the GCSE, you will develop your understanding of the language and become more accurate, more fluent, and more confident in your translations. You will read literature in original Latin or Greek. Both Greek and Latin will help you to fine-tune your analytical skills and to engage critically with people who were as incredible as they were awful. You will do this whilst reading some of the best stories told by the best authors of the ancient world, all in their own words.

The languages are intrinsically interesting – both in terms of their satisfying patterns and structures, and in terms of the texts themselves. They unlock a cultural legacy that shaped the way our politicians communicate, the culture we consume on Netflix, and our notions of right and wrong. The topics you will read include visits to the Underworld, the Trojan War, encounters between heroes and monsters, why it is a bad idea to anger a god, miraculous transformations, conquests of foreign lands, how to get a girlfriend, how not to get a girlfriend, Boudicca’s revolt, political speeches, love (and hate) poetry, the disgusting behaviour of (ex-)slaves, women who condemn the hypocrisy of men, the self-sacrifice of noble warriors, and the nature of justice.

Latin and Greek are among the very best subjects at opening doors to top careers and help bright pupils to stand out, both when applying to competitive subjects at university and in appealing to other industry figures who loved these subjects when they were at school. If you are academically ambitious, then you should consider them carefully. It is also fair to say that LGS pupils do extremely well in GCSE Latin and GCSE Greek. We will help, encourage, and push you to delve deep into these intricate languages and then to soar above, asking insightful questions about the big issues that interested the ancients.

The courses of Latin and Classical Greek are structured in parallel with one another and for those able, there are clear practical and academic benefits to studying both.

| Content Overview | | Assess. |
|---|---|-------------------|
| Language Learners study texts and stories in Latin or Greek to build knowledge and understanding of vocabulary and syntax. This prepares you to read and discuss unseen Latin/Greek passages, drawn from mythology, domestic life, and history. | | 50% of total GCSE |
| Prose Literature Learners study set texts and answer questions in English on content, responding to the ancient literature. | Latin Cicero’s prosecution of the Roman governor ‘ <i>Verres</i> ’, who stood trial for extorting local farmers, plundering temples, and murdering a Roman citizen. Cicero’s speech was so devastating that Verres’ defence counsel immediately advised Verres to flee the country. | 25% of total GCSE |
| | Greek Herodotus, ‘The Father of History’, who in his <i>History of the Persian War</i> , tried to understand the causes of the war through the cultures of East and West. Here, he explores religious belief and miracles among the Greeks and Persians, and gods who could harm as well as help. | |
| Verse Literature Learners study set texts and answer questions in English on content, responding to the ancient literature. | Latin Virgil’s <i>Aeneid</i> , the greatest Latin poem ever written. Aeneas describes the terrible way in which the gods and Greeks conspired to trick the Trojans into dragging the wooden horse inside their walls. | 25% of total GCSE |
| | Greek Either Homer, <i>Odyssey</i> 10, where the Greek hero Odysseus meets the powerful and alluring goddess, Circe, or Euripides’ <i>Trojan Women</i> , a tragedy in which the wife of Hector, and other women like her, grapple with the life that awaits them following the fall of Troy. | |

Pupils interested in studying Latin or Greek should also consider Classical Civilisation; there is usually the possibility of studying it alongside the languages and the pairing is a natural one.

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 would not be eligible to take A-level Mathematics at Leicester Grammar School.

Modern Foreign Languages

AQA: GCSE French 8652, GCSE German 8662, GCSE Spanish 8692

Pupils may choose one or two Modern Foreign Languages from **French, German and Spanish**, provided each language chosen was studied in Year 9.

This is a new specification from AQA, with first teaching in 2024, and first examination in 2026. The exam board know that the culture is one of the aspects of language learning which excites pupils and brings the subject alive and it was important to them that this was clearly represented. This is why they have designed a specification that can help build pupils' cultural knowledge alongside their language skills. The new specification offers pupils the opportunity to develop their language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom. The focus is on ensuring that assessments are clear, accessible and differentiate effectively; and that the content is engaging and relevant. 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.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

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.

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 2024 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.

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.

Music

Edexcel: Music GCSE

Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error! (Plato, Ancient Greek Philosopher)

Music has been one of the keys to human flourishing throughout history. Not only this; embracing the breadth and rigour of GCSE Music will prepare you to understand and contribute to a dynamic and creative economy well into the Twenty First Century. Creative instincts, technical analysis, aural awareness, essay writing, presentation skills, event management and self-expression; all are developed through the study of music and contribute decisively to your portfolio, no matter what direction you hope your future studies and career will take.

Studying GCSE music builds your confidence as a musician, opening wide the opportunity for you to participate in our flagship ensembles, for instance the Senior Choir, Big Band, Folk Group, First Orchestra and Symphonic Wind Band.

Pupils with a keen interest in both practical and academic music are encouraged to take Music. Grade 4/5 provides a useful benchmark for the standards of performance and theoretical understanding that are expected for a strong result at the end of Year 11. The course will be most enjoyable for those who have a reasonable understanding of music theory at the start of the course – and a willingness to learn more – alongside a keen interest in a variety of musical genres, from musicals to classical music and pop.

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 (40%)

This is a written exam (1 hour and 45 minutes) which requires responses to extracts of music played on a CD. The extracts in **Section A** are based around the Areas of Study and Set Works:

| Area of study | Set works |
|-------------------------------------|---|
| Instrumental Music 1700-1820 | <ul style="list-style-type: none">• J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major• L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique' |
| Vocal Music | <ul style="list-style-type: none">• H Purcell: Music for a While• Queen: Killer Queen (from the album 'Sheer Heart Attack') |
| Music for Stage and Screen | <ul style="list-style-type: none">• S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)• J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope) |
| Fusions | <ul style="list-style-type: none">• Afro Celt Sound System: Release (from the album 'Volume 2: Release')• Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza') |

In **Section B**, students will be asked to compare in detail an extract of one of the set works with an extract from an unfamiliar listening piece (related to one of the set works).

Students will hear the pieces and see the scores. This question will be worth 12 marks.

The exam is externally assessed

2. Performing (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. The aim is 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 exam paper is split 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 pupils will have the opportunity to be assessed in the school's major winter and summer games along with swimming, weight training and Cross Country. Pupils are required to submit video evidence from any sport they participate in from the categories below, when on the course. This will be facilitated by LGS, unless the pupil is playing at a representative level, where parental support in recording their performance is required. Each activity is marked out of 25 marks and the practical activities are:

| Categories | Practical Activities | |
|---|--|--|
| Games | <ul style="list-style-type: none"> • Association Football • Badminton • Basketball • Cricket • Goalball • Golf | <ul style="list-style-type: none"> • Hockey • Netball • Handball • Baseball, Rounders or Softball • Rugby League or Rugby Union • Lacrosse • Squash • Table Tennis • Tennis • Volleyball |
| Gymnastic Activities | <ul style="list-style-type: none"> • Artistic Gymnastics - floor, vaulting or rhythmic • Figure Skating (Individual) • Trampolining | |
| Dance Activities | <ul style="list-style-type: none"> • Dance | |
| Athletic Activities | <ul style="list-style-type: none"> • Cross Country Running • Cycling • Rowing and Sculling | <ul style="list-style-type: none"> • Track and Field Athletics • Weight Training for fitness |
| Outdoor and Adventurous Activities | <ul style="list-style-type: none"> • Canoeing • Hill Walking or Orienteering • Horse Riding • Rock Climbing | <ul style="list-style-type: none"> • Sailing • Skiing or Snowboarding • Mountain Biking • Wind Surfing |
| Swimming | <ul style="list-style-type: none"> • Competitive Swimming • Life Saving or Personal Survival • Water Polo | |
| Combat Activities | <ul style="list-style-type: none"> • Judo or Taekwondo | |

Pupils are expected to attend co-curricular practices for the activities they will be submitting evidence for, alongside other co-curricular activities as part of studying the course. Pupils will need to train and compete on a regular basis in their four chosen sports and represent the school where required and needed. It is a prerequisite that pupils who select this course are playing at least one sport for a club at a

high standard outside of school.

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, prejudice and discrimination, 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."
- "I love RS – it is the only subject where I can properly argue and justify my own views. It has really made me think and challenge accepted view."