LEICESTER GRAMMAR SCHOOL

PROSPECTUS
FOR YEARS 10 AND 11

2026 – 2028

Welcome to Years 10 and 11

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.

We 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.

We 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!

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 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.

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

Mrs JS Tompkins & Miss R Kaur
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 Preparation and Nutrition

French (M)

Geography (H)

German (M)

History (H)

Latin and/or Greek Classical

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 spacial 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 GSCE. 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:

<u>Principles of Chemistry</u>
States of matter; Elements; compounds and mixtures; Atomic structure; The Periodic Table; Chemical formulae; equations and calculations; Ionic bonding; Covalent bonding; Metallic bonding; Electrolysis

<u>Inorganic Chemistry</u>
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

<u>Physical Chemistry</u>
Energetics; Rates of reaction; Reversible reactions and equilibria

<u>Organic Chemistry</u>
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

How did myths, power, and politics shape the ancient world—and why do they still matter today?
How did men's and women's lives differ in Greece and Rome—and was it fair?
Why did some armies win great victories, while others fought with far greater honour in defeat?

Classical Civilisation at GCSE explores gods, warfare, politics, archaeology, literature, history, and—above all, people: the Greeks and Romans. It is the perfect subject for anyone curious about the past. This was a time when myths shaped everyday life and heroes were championed by Olympian gods, yet women were blamed for men's suffering and masters lived alongside their slaves. **The Greeks and Romans were as remarkable as they were awful,** and their societies still spark wonder and debate. Using literary and visual sources—from Homer's Iliad to statues of Spartan girls—GCSE pupils examine entire societies, gaining insights into history, human nature, and the forces that shape people's lives.

Programme of Study

1) Women in the Ancient World

- Examine the lives and representations of women in Athens, Sparta, and Rome.
- Analyse women's roles from birth to death: household duties, religion, and public life.
- Investigate high- and low-status women, and the challenges they faced.
- Study individuals portrayed as models of virtue, and those who created scandal, including mythological figures such as Pandora and historical women like Cleopatra.
- Reflect on modern attitudes: do we still have double standards for men and women, as the Greeks and Romans did? Who really gets blamed when things go wrong?

2) War and Warfare

- Explore warfare in Greece and Rome, focusing on the Athenian, Spartan, and Roman armies.
- Analyse the qualities needed to command as a general and serve as a soldier.
- Examine four famous conflicts: Thermopylae, Salamis, Actium, and Trajan's campaigns.
- Use literary, visual, and material sources—including the epic stories of Homer and Virgil—to understand what courage, fear and leadership meant in practice.
- Reflect on modern attitudes to war, bravery, and the meaning of honour in victory and defeat.

Skills you will develop

Classical Civilisation builds transferable skills valued by employers and in further study:

- **Reasoning and critical thinking:** weigh evidence to form balanced opinions on complex issues.
- **Argument:** spot bias, fake news, back up your ideas, and see the other side of a debate.
- **Clear communication:** present ideas confidently in writing and discussion.
- **Historical empathy:** step into the shoes of soldiers, slaves, and citizens from different times and cultures—understand what made them tick, what scared them, what drove their choices.
- **Analysis:** decode statues, vases, and texts to reveal hidden stories and meaning.

Assessment

- **Paper 1: Women in the Ancient World** – 50%; written exam using historical and literary sources.
- **Paper 2: War and Warfare** – 50%; written exam using historical and literary sources.

GCSE Classicists go on trips to London, Oxford, and Cambridge in Years 10 and 11. Every two years, we offer optional overseas visits to Italy or Greece, bringing the history, myths, and people pupils study to life.

Classical Civilisation at GCSE is open to **all** pupils—no language skills or prior study are required. It develops **reasoning, argument, and communication—**invaluable in careers from law, finance, and management to medicine, the sciences, and beyond. Pupils may also continue Classical subjects at A level at LGS, building a strong foundation in critical thinking and evidence-based analysis essential for any future path.

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 the past, we have been very successful! 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

AQA: GCSE Drama 8261

"We must all do Theatre, to find out who we are, and to discover who we could become'' Augusto Boal.

GCSE Drama is a creative, practical and theoretical subject where performance skills will evolve, plays will be explored, and original theatre will be produced and performed. The AQA Course is a mixture of practical work, documenting your practical process and a final written examination.

Studying Drama will open your eyes to a world beyond the classroom and you will develop skills that can support you in your wider studies as well as preparing you for further education and a life in the performing arts. In a world that is increasingly digitalised; communication, empathy, creative thinking and holding the attention of an audience, is as useful on the stage as it is in a boardroom. Studying Drama is a gateway to infinite pathways of success.

Component One – Understanding Drama (40%)

- This is an open book written examination taken in the summer of year 11.
- Study of one set text from a choice of nine plays
- Analysis and evaluation of a live theatre production

Component Two – Devising Drama (40%):

- Process of creating devised drama, performed in the summer of year 10
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

Component Three-Text in Practice (20%)

- Performance of two extracts from one play (students may contribute as performer or designer)
- Free choice of play but it must contrast with the set play chosen for Component one

Group work is a significant and integral part of the course. Although ultimately a student will get an individual grade at the end of the GCSE course, the ability to work in a group to share ideas and build original work is critical, as is good attendance and a positive 'can do' attitude.

GCSE Drama students will have many opportunities to experience live theatre and to perform as an actor in front of an audience. These experiences help with understanding theatre, how productions are pieced together and how this creates impact for others. Drama students are encouraged to be involved in as many co-curricular opportunities as possible as these significantly help to build confidence and skill beyond the classroom environment.

** Any pupil with a genuine interest and relevant experience in a technical area such as lighting, sound, set design, etc, should consult the Director of 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 Preparation & Nutrition

AQA GCSE Food Preparation and Nutrition 8585

What is GCSE Food Preparation and Nutrition?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing pupils' practical cookery skills to give them a strong understanding of nutrition. There are no prior learning requirements, but pupils need to be interested in planning, making, testing and evaluating food. You also need to enjoy both written and practical activities, as well as have an interest in food science – you don't have to be really good at science, just a passion to succeed!

Course Content

There are **five main thematic areas**, plus integrated food-preparation skills.

These are:

1. **Food, Nutrition & Health**

Macronutrients (protein, fats, carbs) and micronutrients (vitamins, minerals)/Nutritional needs at different life stages/Nutritional analysis (using food tables or software)/Diet-related health issues.

2. **Food Science**

Understanding how ingredients behave (chemical and functional properties) — e.g. how proteins coagulate, how starch works.

3. **Food Safety**

Hygiene, microbial risks, and how to store, cook, and handle food safely.

4. **Food Choice**

Factors influencing what people eat: culture, environment, cost, ethics/How food choice links to diet, lifestyle, and health.

5. **Food Provenance**

Where food comes from (origins of ingredients), sustainability, environmental impact, and food production systems.

6. **Food Preparation & Cooking Techniques**

There are **12 skill groups** (food preparation skills) integrated through practical work.

Techniques include: weighing & measuring, preparing meat/vegetables, using the cooker (oven, grill), using equipment like food processors, etc.

Assessment Structure

1. Written Exam (Paper 1) • Duration: 1 hour 45 minutes · • Total marks: 100 · • Worth: 50% of the GCSE · **Format**: Multiple-choice questions (20 marks) & longer questions, covering all 5 topic areas.	**2. Non-Exam Assessment (NEA)** There are two tasks: **Task 1: Food Investigation** (30 marks) • A written (or electronic) report: 1,500–2,000 words + photos. • Pupils investigate working characteristics, chemical and functional properties of ingredients. **Task 2: Food Preparation Assessment** (70 marks) • Pupils plan, cook and present a **menu of 3 dishes.** • Must be done in a **single practical session of 3** hours. • Portfolio: written/electronic, up to **20 A4 sides** (or equivalent). Includes photos of the dishes.

Why Choose AQA Food Preparation & Nutrition?

- It is **very practical**: lots of cooking, not just theory. Pupils will become confident with practical cookery and be able to make a range of nutritious and skilled dishes.
- Provides **life skills**: how to cook safely, time management, budget food.
- Provides a **good pathway to further study** or work: could lead into apprenticeships, catering work, or further food-related education. There are many careers that AQA Food Preparation & Nutrition can lead to: food technologist; food journalist; food photographer/stylist; chef; teacher; food scientist; catering manager; retail; quality assurance technician/manager; hospitality and catering; armed forces; nutritionist; dietician; confectioner; product developer; environmental health; microbiologist; events management; food and beverage engineer.

Geography

Edexcel GCSE B Geography (1GBO)

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?
What are the key threats to societies from climate change?

In answering these questions, we teach students to become 'Synoptic thinkers.' Students are therefore able to make use of all 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 student and studying Geography is widely acknowledged as one of the most effective ways of practising them.

"Through the Edexcel B Geography syllabus, students will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Students 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."

Students 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 – Global Geographical Issues.

- 1 hour and 45 minutes, 37.5% of total marks
- Hazardous Earth
- Development dynamics
- Challenges of an urbanising world
- The exam includes multiple-choice questions, short open questions, open response and extended writing questions, calculations and 8-mark extended writing questions.

Paper 2 – UK Geographical Issues

- 1 hour 45 minutes, 37.5% of total marks
- The UK's evolving physical landscape
- The UK's evolving human landscape – including a Case Study - Dynamic UK cities.
- Geographical investigations – including one physical fieldwork investigation and one human fieldwork investigation
- The exam includes multiple-choice questions, short open questions, open response, calculations and 8-mark extended writing questions

Paper 3 - People and Environmental Issues

- 1 hour 30 minutes, 25% of total marks
- People and the biosphere
- Forests under threat
- Consuming energy resources
- Making a Geographical Decision
- The exam includes multiple-choice questions, short open questions, open response and extended writing questions. Section C will include 8-mark extended writing questions and Section D will offer a choice of one from three decision questions/scenarios - assessed through a 12-mark extended writing question.

Geography beyond GCSE 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, Economics, 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.

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 development of Germany in the early and mid-20th Century with the rise of Hitler, 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 Medicine, pupils examine the evolution of healthcare from 1848 to 1948. They examine themes such as public health, surgery, treatments and the role of women. 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 appliable 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
Changes in Medicine 1848-1948

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 may be offered to pupils as it has in previous years.

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

Studying Latin and Greek gives pupils direct access to the minds of history's most influential writers—Cicero, Virgil, Homer, and Euripides—and ideas that shaped politics, morality, and human behaviour. More than a language course, **it is a journey into the beginnings of history and thought.** Pupils refine their translations and analytical skills diving into texts that challenge, provoke, and inspire, from Cicero exposing corruption to Virgil exploring heroism and loss. These tales lie behind the stories and characters we binge-watch today—and pupils read them in Latin and Greek, discovering why they are **so much better that way.**

The languages themselves are fascinating. Latin and Greek reveal patterns and structures that sharpen the mind, improve precision, and unlock cultural legacies that still shape the modern world in political speeches, literature, art, and history. Pupils encounter epic battles, cunning heroes, divine interventions, moral dilemmas, revolts like Boudicca's, and timeless questions about justice, love, and human ambition.

Latin and Greek also build skills that pupils will use for life: **reasoning, problem solving, argumentation, and critical analysis.** These are essential in higher education and in every career path, from science and engineering to law, finance, and management. Pupils gain confidence in tackling complex ideas and communicating with clarity. They will also join a close and supportive community of learners who want to debate, question, and learn together.

Latin and Classical Greek run in parallel at GCSE, so pupils who studied them in Year 9 can choose to take one or both, with clear academic and practical benefits to each.

<table>
<tr><th colspan="2">Content Overview</th><th>Assess.</th></tr>
<tr><td colspan="2">Language
Learners study texts and stories in Latin or Greek to build knowledge and understanding of vocabulary and syntax. This prepares pupils to read and discuss passages from mythology, domestic life, and history.</td><td>50% of total GCSE</td></tr>
<tr><td rowspan="2">Prose Literature
Learners study set texts and answer questions in English on content, responding to the ancient literature.</td><td>Latin
Apuleius, Metamorphoses V 21–27. This tells the story of Psyche's catastrophic moment of disobedience against her divine lover, Cupid, and the immediate, painful results. It's a dramatic tale of risk, trust, and the price of defying the gods.</td><td rowspan="2">25% of total GCSE</td></tr>
<tr><td>Greek
Herodotus, 'The Father of History', who in his History of the Persian War, 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.</td></tr>
<tr><td rowspan="2">Verse Literature
Learners study set texts and answer questions in English on content, responding to the ancient literature.</td><td>Latin
Virgil's Aeneid, the greatest Latin poem ever written, shows how the gods and Greeks engineered the fall of Troy with the wooden horse—a story of cunning, suspense, and a disastrous deception.</td><td rowspan="2">25% of total GCSE</td></tr>
<tr><td>Greek
Either Homer, Odyssey 10, where the Greek hero Odysseus meets the powerful and enchanting goddess Circe, or Euripides' Trojan Women, a tragedy in which Hector's wife and other women confront the harsh realities and uncertain future after Troy's fall.</td></tr>
</table>

GCSE Classicists go on trips to London, Oxford, and Cambridge in Years 10 and 11. Every two years, we offer optional overseas visits to Italy or Greece, bringing the history, myths, and texts pupils study to life.

Classical subjects at LGS offer focus and flexibility, and pupils often pair Latin and Greek with Classical Civilisation to explore the ancient world through language and culture. Results in Latin and Greek are among the strongest at LGS and can be continued at A level. In 2024–25, six of our Latinists received offers to study at Oxford or Cambridge, including degrees in Classics, Law, and Veterinary Medicine.

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 necessarily be the case for those following the abbreviated course.

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, pop and music technology.

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	• 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	• H Purcell: Music for a While • Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	• 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	• 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. The combined duration of the two performances must be no less than 4 minutes.

3. Composing (30%)
Candidates must submit two compositions, of a combined duration of at least three minutes:

- one in response to a brief set by Pearson, of at least one minute in duration
- one free composition set by the student, of at least one minute in duration
- students do not have to perform the music that they have composed.

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	• 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 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."