



LEWESTON
SHERBORNE

GCSE BOOKLET
2021-22



SCHOOL AIMS

To give pupils an experience of life in a Christian community:

By affirming each individual as a sacred and unique part of God's creation, and nurturing in each person a sense of dignity and self-worth

By valuing diversity and appreciating the contribution that every Pupil makes to the life of the school

To provide the highest quality of teaching and learning, which is responsive to and supportive of the needs and aspirations of the individual:

By fostering intellectual curiosity, a desire to seek truth, and a life-long love of learning

By enabling pupils to discover their own strengths and weaknesses, to learn from 'failures', and to develop the determination to persevere, in order to pursue their goals

By supporting all pupils in their pursuit of academic and personal excellence and ensuring every Pupil can take part in the school curriculum

To provide a programme of sport and outdoor learning accessible to all which supports and enhances pupils' personal development and academic achievements.

To forge relationships of trust and mutual respect between staff and pupils which contribute to the success of pupils in all aspects of school life.

To inspire pupils to develop their God-given gifts and be happy with who they are.



THE GCSE YEARS

At Leweston we are very proud of our strong academic record at both GCSE and A Level, achieving some of the best results in the South West.

We place great importance on our Value Added data and the school is consistently placed in the top 5% for value added nationally by Durham University CEM, which means that, on average, every Leweston Pupil achieves around one grade higher per subject at GCSE compared to the national average of a child of their ability, with further Value Added at A Level.

We work hard to offer a varied choice of subjects and supporting activities at GCSE and, whatever a Pupil's strengths, there will be a suitable combination of subjects. Our individual approach to teaching and learning ensures every Pupil is supported and encouraged in their chosen programme. Additional study support skills are available to pupils that need them.

THE EXAMINATION PROCESS

The GCSE is gained by completing a two-year course including, in some cases, controlled or Non-Examined Assessments (NEA) with a final examination. They are based on national criteria which apply to every subject. All syllabuses, examination schemes and grading in each subject have to comply with these so all boards are of comparable standards.

The Non-Examined assessments allow pupils to show their practical and/or oral skills and their ability to tackle longer pieces of work. These assessments are set by teaching staff, in accordance with the syllabuses, at intervals throughout the two years of study. Some subjects have specific requirements for the completion of fieldwork or practical tasks.

Written papers at the end of the course are designed so that all pupils have the opportunity to show what they know, understand, and can do, without regard to the performance of others. Where 'tiers' exist, certain tiers will lead to a specific range of grades. There is more information on this in the individual subjects.

CHOOSING YOUR GCSE SUBJECTS

Our GCSE options aim to lay the foundations for the A Level and BTEC courses available in Sixth Form. The GCSE offer combines a core of compulsory subjects with a wide range of optional subjects.

Core (Compulsory) Subjects	Options
<p>All pupils must study:</p> <p>English Literature</p> <p>English Language</p> <p>Mathematics</p> <p>Combined Science (2 GCSEs)</p> <p>Religious Studies</p> <p>Pupils must also select a Modern Foreign Language from either French or Spanish</p>	<p>Pupils can choose up to three of the following:</p> <p>Business</p> <p>Classical Civilisation</p> <p>Computer Science</p> <p>Drama</p> <p>Fashion and Textile Design</p> <p>Fine Art</p> <p>Geography</p> <p>History</p> <p>Food Preparation and Nutrition</p> <p>Latin</p> <p>Music</p> <p>Physical Education/Sport</p> <p>Separate Science (replaces Combined science with separate GCSEs in Biology, Chemistry and Physics)</p> <p>Three-Dimensional Design</p>

All pupils take a non-examined PE course and follow a Personal, Social Health and Relationship Education programme.

It is our intention that you will be able to study your subjects of choice, but we do not guarantee that we can meet all your choices. You are therefore asked to indicate your choices in order of preference and to include a reserve option. Very occasionally there is not enough interest in a subject for it to be part of the curriculum, if this happens you will be advised as early as possible and invited to make an alternative choice.

Your timetable will include a small number of study periods, which can be used for independent study or music or LAMDA lessons.



HOW MANY SUBJECTS SHOULD I TAKE?

It is important not to overload with too many GCSE courses. The right number depends on you and your commitments but it is important to maintain a balance of academic and extra-curricular interests. Remember universities are generally only interested in your top 8 grades (including English and Mathematics) at GCSE.

Most pupils at Leweston study 9 or 10 GCSEs but every pupil is treated as an individual and we aim to deliver an appropriate personalised programme of study for each and every pupil. Most choose a modern language, humanity and two other subjects.

WHAT SUBJECTS SHOULD I TAKE?

When considering your choices, it is important to aim for a broad and balanced selection which doesn't close off options for you at a later stage. Review your options against considerations like:

- the likely content of your chosen programme both academic and extra-curricular
- your past record and interest in each subject
- your areas of strengths and challenge
- your plans for Sixth Form and beyond

If you are unsure about your choices your tutor and subject teachers are very happy to discuss them with you.

Key questions to answer:

Do you want to take the three separate sciences or the combined science course?

Which modern language would you like to study? It may be possible to arrange the timetable so that you can study both French and Spanish.

Do you want to study History or Geography or both?

What other options do you want to study?

KEY DATES

Friday 5 February 2021	GCSE Option Meeting
Wednesday 24 February 2021	Initial Choices Submitted

WHO CAN HELP?

Your Tutor, Head of Year, Head of Careers and the Deputy Head are all available to discuss your possible choices. In addition, your subject teachers and/or the Head of Department can discuss your suitability for a particular subject.



ENGLISH

Examination board: AQA

Syllabus Title: English Language

English Literature

All pupils in Years 10 and 11 follow both courses. The courses are designed to link together, providing an integrated scheme with rich opportunities for exploring a range of texts and for developing both critical and creative skills.

English Language

Pupils will sit two, equally weighted 1 hour and 45 minute papers. They will be required to respond to unseen literary, fiction and literary non-fiction texts. They will also be expected to write a descriptive or narrative piece and a transactional piece, presenting a point of view.

The Speaking assessment is compulsory and certificated separately. Pupils are expected to give a formal individual presentation as part of their assessment.

English Literature

The course is assessed through two examinations. Both examinations are 'closed book'.

Paper 1: Shakespeare and the 19th Century Novel – 1 hour and 45 minutes, 40%. Pupils will be required to answer essay questions in response to their studied novel and Shakespeare play.

Paper 2: Poetry and Modern Texts – 2 hours and 15 minutes, 60%. Pupils will complete essay questions on their studied modern text (either a novel or a play) and poems from the set anthology. Additionally, they will respond to and compare two unseen poems.

MATHEMATICS

Examination group: Edexcel

Syllabus Title: IGCSE (9-1) Mathematics (4MA1)

Tiers: Higher Grades 9 to 3 Foundation Grades 5 to 1

Mathematics teaches pupils to be at home with figures, graphs and shapes and to reason logically with numerical data. Although it is a core subject, it is our hope that pupils gain satisfaction and pleasure from the study of Mathematics and applying its skills.

The Edexcel IGCSE in Mathematics qualification enables pupils to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

There are five areas of study, each developing concepts and skills. The areas are: Number, Ratio and Proportion, Algebra, Geometry and Measures, Statistics.

Assessment

There are two papers with equal scores of 100, both are calculator papers.

Tiers

The Higher Tier is taken by most pupils and involves a wide-ranging syllabus to include many advanced and challenging topics. Pupils who may wish to study Mathematics at AS or A Level must work at this level.

The Foundation Tier is taken by pupils who find some aspects of Mathematics challenging, but who work with perseverance at less demanding topics.



SCIENCE

Examination group: AQA

Tiers: Higher Grades 9 to 4 Foundation Grades 5 to 1

Grading:

All pupils will study all three sciences, taught by subject specialists; this ensures that all pupils will be able to access post-16 Science courses and, perhaps more importantly, participate in debating key scientific issues from a position of knowledge and shaping the lives of future generations. Pupils may study either the Combined Science GCSE course (equivalent to two GCSEs) or the three separate Science GCSEs in Biology, Chemistry and Physics.

Assessment:

How long are the written papers?

A minimum of 3.5 hours of written exams per GCSE.

What will the written papers consist of?

40% Knowledge and Understanding; 40% Application of Knowledge and Understanding; 20% Analysis of Information and Ideas. This includes mathematical skills with the following weighting: 20% in Combined Science, 10% in Biology, 20% in Chemistry and 30% in Physics.

Subject Content

Biology:

Cell biology; transport systems; health, disease and the development of medicines; co-ordination and control; photosynthesis; ecosystems; inheritance, variation and evolution.

Chemistry:

Atomic structure and the Periodic Table; structure, bonding and the properties of matter; chemical changes; energy changes in chemistry; the rate and extent of chemical change; chemical analysis; chemical and allied industries; earth and atmospheric science (+ organic chemistry for separate award).

Physics:

Energy; forces and motion; waves in matter; light and electromagnetic waves; electricity; magnetism and electromagnetism; particle model of matter; atomic structure; (+ space physics for separate award).

Practical Work

'Working Scientifically', is an important component of any Science education programme. Whether a Pupil follows

the Combined Science or the separate Science pathway, she will undertake practical work to stimulate curiosity and develop transferable skills such as modelling, observing, critically evaluating and problem-solving. For each GCSE in Science, there will be 8 required practicals; the Combined Science course will therefore have 16 whilst the separate Sciences will have a total of 24. Pupils will be required to keep a lab book containing their work on these practicals and 15% of the written paper marks will assess their knowledge and understanding of this work.

RELIGIOUS STUDIES

Examination Group: AQA

Syllabus Title: Religious Studies B

Component 1: Catholic Christianity

Catholic beliefs, teachings, practices, sources of authority and forms of expression in relation to six topics:

- Creation
- Incarnation
- The Triune God
- Redemption
- Church and the Kingdom of God
- Eschatology

Assessment

Written exam: 1 hour 45 minutes

96 marks (plus 5 marks for spelling, punctuation and grammar) 50% of GCSE

Component 2: Perspectives on faith

Judaism and two religious, philosophical and ethical studies themes chosen from:

- Theme A: Religion, relationships and families
- Theme B: Religion, peace and conflict
- Theme C: Religion, human rights and social justice.

Assessment

Written exam: 1 hour 45 minutes

96 marks (plus three marks for spelling, punctuation and grammar) 50% of GCSE.



BUSINESS

Examination board: **AQA**

Syllabus Title: **Business**

Why Study Business?

Studying business will give you an opportunity to explore real business issues and how businesses work. The course considers the practical aspects of business concepts through the context of events in the business and economic world.

What do you need to study Business?

No prior knowledge of Business is needed. It helps if you are interested in current affairs and can think clearly and logically.

What will you study?

There are six units:

- Business in the real world, this unit is covered in both exams
- Influences on business, this unit is covered in both exams
- Business operations
- Human resources
- Marketing
- Finance

How will you be assessed?

There will be two externally assessed exam papers; each 1 hour 45 minutes. Each exam represents 50% of the GCSE

Paper 1: Influences of operations and HRM on business activity and includes:

- Business in the real world
- Influences on business
- Business operations
- Human resources

Paper 2: Influences of marketing and finance on business activity and includes:

- Business in the real world
- Influences on business
- Marketing
- Finance

The papers will include multiple choice, short answer and data response questions.

CLASSICAL CIVILISATION

Examination board: **OCR**

Syllabus Title: **Classical Civilisation**

Classical Civilisation is a GCSE which offers pupils the opportunity to explore both ancient Greece and Rome thematically, creating a wide ranging and challenging course of study. The brief introduction below provides initial information about the GCSE course, but please do speak to a member of the Department should you wish to find out more.

Why study Classical Civilisation?

OCR's GCSE (9–1) in Classical Civilisation offers learners the opportunity to study elements of the literature and visual/material culture of the classical world, and acquire an understanding of their social, historical and cultural contexts. A key feature of the GCSE course is an emphasis on enabling learners to respond to and engage with a wealth of sources and ideas, equipping them with readily transferable, analytical skills, which are highly valued in the workplace.

In studying GCSE Classical Civilisation, you will gain a broad knowledge and understanding of a range of literary and cultural materials from the classical world. In addition, you will use your knowledge, in conjunction with their analytical and evaluative skills, in order to gain insight into the classical world from the literary and material culture studied; demonstrate an informed response to the material studied, selecting a range of appropriate evidence to support an argument; develop awareness of how classical sources reflect issues relevant to both the classical world and today, such as questions of gender, belief, sexuality and citizenship.

What will you study?

Learners will study two components, one Thematic Study and one option from the component group Literature and Culture. All learners will study material from both ancient Greece and Rome, and their surrounding worlds, drawn from the time period 3000 BC to 500 AD. This material will encompass aspects of literature and visual/material culture in their respective social, historical and cultural contexts.

The **Thematic Study** provides the opportunity to study both Greece and Rome, literature and visual/material culture. Thematic Study Learners must study one component chosen from:

- Myth and Religion
- Women in the Ancient World



In **Literature and Culture**, learners will be able to undertake an element of cultural study, and then couple this with the study of a related body of literature. Literature and Culture Learners must study one component chosen from:

- The Homeric World
- Roman City Life
- War and Warfare

How will you be assessed?

There are two mandatory written examination papers at the end of the two year course, each worth 90 marks and 1 hr 30mins in length.

COMPUTER SCIENCE

Examination board: **AQA**

Syllabus Title: **Computer Science**

Computer technology continues to advance rapidly and the growth in the use of mobile devices and web-related technologies has exploded. This has resulted in businesses today needing to employ ever more technologically aware individuals.

Computing is of enormous importance to the economy. The role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly.

Computer Science teaches pupils how to develop real world, practical programming techniques that give them a good understanding of what makes technology work. This subject has been developed collaboratively with industry and the wider computer science community, to ensure it is recognized as developing the skills that employers value.

The GCSE in Computer Science teaches pupils:

- Computational thinking and problem solving
- Code tracing and applied computing
- Theoretical knowledge of the fundamentals of; algorithms, data representation, computer networks, cyber security
- Programming, Computer systems, Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
- To solve a practical programming problem

Pupils will be expected to follow a systematic approach to problem solving to develop a computer program along with the computer programming code to solve a problem.

Assessment

For the 2022 exams and onward the assessment of programming skills will be by exam only.

Paper 1: Computational thinking and problem solving

Paper 2: Written assessment, Theoretical knowledge

DRAMA

Examination group: EDUQAS

The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Through following this specification, pupils will be given opportunities to participate in and interpret their own and others' drama. They will work practically and collaboratively as performers in Components 1 and 2. They will also learn about the work of important practitioners. In Component 3, they will study a set play and prepare to review a different live performance by creating a 'review log'. In order to facilitate this, a number of theatre visits will be arranged during the two years of the course.

Component 1: Devising Theatre: internally assessed, externally moderated, 40% of qualification.

Pupils are required to devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama. They are also required to submit written portfolio and an evaluation of their performance. These will be completed under controlled conditions.

Component 2: Performing from a Text: externally assessed by a visiting examiner, 20% of qualification.

Pupils are required to participate in a performance from a text. They are required to produce a written proposal outlining their intentions for interpreting a text for performance.

Component 3: Interpreting Theatre: written examination (1 hour 30 minute paper), 40% of qualification.

This component requires learners to demonstrate their knowledge and understanding of how drama is developed and performed through the study of a set performance text and through responding to live theatre.

FASHION AND TEXTILE DESIGN

Examination board: OCR

Syllabus Title: Art and Design: Fashion and Textile Design, Titles (J174)

Including: fashion design, interior design, and accessories.

Unit 1 Coursework Portfolio

Pupils will produce a portfolio of work which will include work which shows exploration, research and acquisition of textile techniques and skills. This portfolio work will then lead to the production of garments and other textile outcomes depending on the projects set. The investigation of historical and contemporary fashion and textile designers and their methods form an integral part of the course. During the course pupils will take part in study visits to galleries and museums and workshops with visiting designers may also form part of the projects.

Unit 2 OCR- Set Task

In the Spring Term of Year 11, each Pupil selects one starting point from an early release question paper, to which they produce a practical response. They will have a period of time in which to plan and prepare and this will be set by the Head of Art and Design. They will have support and guidance from their teacher during this preparation. Having completed the preparation, they will then have 10 hours of controlled time to work on developing their ideas into outcomes. This time is normally spread over two days.

The final portfolio and set task will be examined by the Art and Design teaching staff and moderated by an OCR appointed moderator in May/June of each year. This course provides the essential base for pupils who wish to pursue either Fine Art, Three-Dimensional Design, Photography or Textile Design specialist courses that we offer at A Level.



FINE ART

Examination board: OCR

Syllabus Title: Art and Design: Fine Art (J171)

Including: drawing, painting, printmaking, photography, digital manipulation and sculpture.

Unit 1 Coursework Portfolio

Pupils will produce a portfolio of work which will include exploration, research and acquisition of techniques and skills developed through a project. The investigation of historical and contemporary Artists and their methods form an integral part of the course.

During the course pupils will take part in study visits to galleries and museums, plus a residential visit to Cornwall. Workshops with visiting artists may also form part of the projects.

Unit 2 OCR- Set Task

In the Spring Term of Year 11 pupils select one starting point from an early release question paper to which they produce a practical response. They will have a period of time in which to plan and prepare and this will be set by the Head of Art and Design. During this time, they will have support and guidance from their fine art teachers. Having completed the preparation, they will then have 10 hours of controlled time to produce their final outcomes. This time is normally spread over two days.

The final portfolios and set tasks will be examined by the Art and Design teaching staff and moderated by an OCR appointed moderator in May/June of each year.

This course provides the essential base for pupils who wish to pursue either the Fine Art, Three-Dimensional Design, Photography or Textile Design specialist courses that we offer at A Level.

FURTHER MATHEMATICS

Examination group: AQA

Syllabus Title: AQA Certificate Level 2 Further Mathematics (8365)

Tiers: Grades 9 - 5

Pupils in set one Year 11 Maths may also choose to take an additional Level 2 exam in Further Mathematics alongside their IGCSE. This qualification provides an opportunity to stretch strong pupils and enable them to gain an additional Mathematics qualification. It is designed to extend and deepen knowledge covered in the Pearson Edexcel International GCSE (9–1) and there is a considerable overlap of content. The higher-level content of Further Maths is of huge benefit for those who may wish to study A Level Maths or those who simply enjoy learning about deeper mathematical concepts. As this course is taught within lessons, there is no additional option block to consider.

Areas of Study

Topics include: Number, Algebra, Coordinate Geometry (2 dimensions only), Calculus, Matrix Transformations and Geometry

Assessment

There are two papers both lasting 1 hour 45 minutes.

Each paper will contain questions from any part of the specification content, and the solution of any questions may require knowledge of more than one section of the specification content.

Paper 1 is non-calculator and Paper 2 is calculator.

Further Mathematics will be taught alongside Mathematics, naturally extending each topic as they are reached. The examination will be taken in the summer of Year 11.

Tiers

There is one tier of entry which is graded 9-5.



GEOGRAPHY

Examination group: Pearson Edexcel

Syllabus Title: Geography GCSE (9-1)

Why study Geography?

“Geography is the study of the earth and it’s peoples” - that makes it a big subject! Geography deals with the major world issues of our time; globalisation, climate change, migration, resource disputes and more. Geographers also study natural events and disasters such as earthquakes and floods to understand how and why they happen and what the consequences are.

Geography is a subject that fits well with both Arts and Science subjects. It is well thought of by universities and employers. It encourages a wide range of skills, including IT, graphical, cartographic skills and practical fieldwork; alongside the more traditional understanding, reasoning, explaining and evaluating requirements.

Course Description

Leweston follows Geography GCSE (9-1) Specification A by Edexcel. This is an exciting and topical course, structured around key geographical themes. The specification takes a thematic approach, with content organised by physical and human environments. It also enables pupils to explore the people-environment challenges faced in the UK.

The course is 100% exam and there are three papers – physical geography, human geography and a third, which is based on fieldwork pupils will have undertaken during the two years and a synoptic overview of the UK.

Paper 1 – The Physical Environment - The Changing Landscapes of the UK, including rivers and coasts, Weather Hazards and Climate Change and Ecosystems, Biodiversity and Management.

Paper 2 – The Human Environment - Changing cities, Global Development and Resource Management.

Paper 3 – Geographical investigations – Fieldwork (urban and coasts) and UK challenges.

Assessment

Geography is assessed at the end of Year 11. There is no longer any controlled assessment requirement – fieldwork is assessed through Paper 3. The three papers will each be 1 hour and 30 minutes long.

There are no longer any tiers in Geography – everyone sits the same exam and will be graded from 9 to 1. Papers are a mix of multi-choice, short answer, open questions, calculations and extended writing questions.

HISTORY

Examination board: Edexcel

Syllabus Title: History (1HI0) (9-1)

The history syllabus provides a broad and varied study of the history of Britain and of the wider world and gives pupils the skills that will support the study of history and other subjects to A level and beyond. There are four areas of study, which are assessed through three written exams:

Paper 1: Thematic Study and Historic Environment (30%)

Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

This topic involves the study of Medicine in medieval England, including the impact of the Black Death and developments in the philosophy and practice of medicine following the Renaissance, for instance the Great Plague in London in 1665. Key case studies from the nineteenth and twentieth centuries will also be examined, such as the Fight against Cholera in London in 1854 and the role of individuals such as Fleming, Florey and Chain in the development of penicillin.

An in-depth study will be made of the British experience of trench warfare and the injuries caused by modern weapons in the First World War and the impact of this experience on medical developments

Paper 2: Period Study and British depth study (40%)

Early Elizabethan England, 1558–88 and Spain and the ‘New World’, c1490–c1555

A wide range of key and fascinating episodes in Elizabeth’s reign will be explored, including the threat posed by Mary, Queen of Scots. Walsingham’s role as the head of Elizabeth’s secret service and his use of spies will also be assessed, as will the importance of the Spanish Armada and the reasons for and consequences of its defeat. Drake’s circumnavigation of the globe and the establishment of English colonies in America will also be among the topics studied.

This topic will address how small numbers of Spanish adventurers explored and conquered huge areas of the western hemisphere, destroyed the civilisations and cultures they found there, including Aztec Mexico and Inca Peru and established a vast empire of their own. We will look into the background to the establishment of the Spanish Empire in the “New World”, including the nature of Spanish ambitions in 1490 and the importance of the crusading spirit. Key episodes to be considered will include Columbus’s first voyage of 1492, Cortes’s



expedition to Mexico in 1519 and the voyage of Pizarro in 1530.

Paper 3: Modern depth study (30%)

The USA, 1954–75: conflict at home and abroad.

This paper addresses the struggle for Civil Rights for Black people in the USA and the attempt by the Americans to defeat Communism in Vietnam. For Civil Rights, we examine the career of Martin Luther King but also the importance of leaders and activists such as Malcolm X and the Black Panther movement, who rejected Dr. King's methods. The role of direct action by ordinary people as well as the actions of Presidents and the Supreme Court are also analysed. We assess the hostile and sometimes violent response of many white Americans, including members of the Ku Klux Klan, illustrating the huge challenges faced by the Civil Rights movement.

For the war in Vietnam, the syllabus requires pupils to gain an understanding of the reasons for US involvement in south east Asia, including the legacy of the French empire and the "Domino" theory about the spread of communism. Reasons for US defeat in Vietnam are central to what is studied, ranging from the guerrilla tactics of the Vietnamese communists to the role of the US media in turning public opinion against the war.

LATIN

Examination board: OCR

Syllabus Title: Latin

At Leweston, Latin is valued as a fundamental subject and has delivered very good results at GCSE. The brief introduction below provides initial information about the GCSE course, but please do speak to a member of the Department should you wish to find out more.

Why study Latin?

First and foremost for its own sake; a study of Latin is particularly satisfying because it covers an entire culture: language, literature, history and the philosophy of Ancient Rome. Although academically challenging, and therefore a highly regarded qualification in itself, it opens up a comprehensive range of disciplines to train the mind. Latin is an ideal subject to combine with both the Sciences and the Arts, whilst on a practical level, studying Latin gives the Pupil a clearer understanding of the grammar of English and other modern languages, whilst enriching their own vocabulary. A qualification in Latin has always been regarded as excellent proof of intellectual achievement.

Course Description

The foundations of the subject have already been laid by the time the Pupil reaches Year 10. In the final two years to GCSE, candidates develop their language skills through translation and comprehension practice and the study of prescribed prose and verse original literature texts, including the works of writers such as Virgil and Pliny to name a few. All parts of speech and major grammatical constructions are studied and pupils will acquire an understanding of literary techniques allowing them to translate and respond to original Latin texts. All pupils studying Latin are entered for the higher of the two available tiers.

Assessment

There are three mandatory examination papers at the end of the two year course.

Paper 1 is a language paper where learners study texts and stories in Latin to build knowledge and understanding of Latin vocabulary, accidence and syntax. This will be worth 50% of the GCSE.

Pupils then study any two from five other options, each constituting 25% of the GCSE. Here, learners study Latin set texts and answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied:



Paper 1: Latin Language (1 hour 30 minutes)

Paper 2: Prose Literature A (1 hour)

Paper 3: Prose Literature B (1 hour)

Paper 4: Verse Literature A (1 hour)

Paper 5: Verse Literature B (1 hour)

Paper 6: Literature and Culture (1 hour)

FOOD PREPARATION AND NUTRITION

Examination board: AQA

**Syllabus Title: Food Preparation and Nutrition
(8585)**

At all times pupils are encouraged to investigate the relationship between nutrition, food choice and health throughout life. There are both practical and theory aspects. The focus is on practical cooking skills, which develops a thorough understanding of nutrition, health, food provenance, choice, science and safety. Food preparation and nutrition are developed and applied during Year 10. In Year 11 pupils develop a concise portfolio to demonstrate their application of technical skills and complete their final examination.

Understanding of nutrition and health is formed by analysis of the theory and application of the practical aspects of the course. Pupils are expected to be able to follow and develop their own recipes and to understand nutritional, cost and sensory values. Prep time should be a minimum of 60 minutes a week.

Paper 1: Examination: 50% of the marks. The exam includes short answer, structured and free response questions and is completed in Year 11.

Non Exam Assessment: 50% of the marks. Both Task 1 and Task 2 are chosen from a range provided by the exam board and completed in Year 11.

Task 1: A food investigation report including photographic evidence completed in the classroom, it includes both written and practical elements and will require the assembly of information used for the planning of practical work.

Task 2: A food preparation assessment portfolio including photographic evidence, written and practical elements completed in the classroom and including evidence of research, analysis and interpretation of information.



MUSIC

Examination board: Pearson Edexcel

Syllabus Title: Music

Music is a very satisfying subject, providing the Pupil with intellectual stimulation and a forum for artistic expression. The nature of the course means that the experience gained by the Pupil's involvement in extra-curricular music activities will enhance their performance in the GCSE exam. As with all musical pursuits, it is hoped that pupils will derive enjoyment and a sense of fulfilment from the GCSE course.

The final assessments test the three core skills of performing, composing and appraising/listening.

Appraising (40%)

A large part of the course is given over to the study of eight set works from four different Areas of Study:

Instrumental music 1700-1820; Vocal Music;

Music for Stage and Screen; Fusions

In the 1 hour 30 minute exam at the end of Year 11, pupils respond to questions on these eight set works. These questions are a mixture of multiple choice, melody/rhythm completion and free response. There is also a section which requires pupils to write an extended response.

Performance (30%)

Pupils must give one solo performance and one performance as part of an ensemble (either playing or directing others), both of which are recorded in school. Pupils develop their performing skills by playing in school concerts, and informally in front of their classmates.

Composition (30%)

The art of composition is studied throughout the course, with pupils producing short pieces in various styles. Two longer pieces are prepared, written down and recorded in a 10-hour controlled environment, ready for submission at the end of the Easter term in Year 11. A score and recording are marked internally and then sent away for external moderation.

It is hoped – and recommended – that those who study music GCSE will involve themselves in the many musical activities available, including the Sherborne Schools' Orchestras, Schola Cantorum, Choral Society, and chamber music ensembles. All of these will ultimately lead to higher achievement in the GCSE examination.

MODERN FOREIGN LANGUAGES

Examination board: Pearson Edexcel

Syllabus Title: French, Spanish

Tiers: Higher Grades 9 – 4 Foundation Grades 5 – 1

At present all pupils are encouraged to enter GCSE languages at the Higher tier.

A working knowledge of other languages is an invaluable skill in a world where global communication is instant, travel common place and the job market international. A modern foreign language is therefore included as a core subject in the GCSE curriculum, studied by all pupils.

Pupils may choose which language to take as the 'core' subject. For those interested in languages, the opportunity of studying a second foreign language is not to be missed, and thus pupils could choose a second one amongst their options. A qualification in one or two languages will be all the more prestigious as many professional positions advertised ask for knowledge of a European language.

It will be a great asset to you for university studies and future employment. We do not offer languages ab initio in the Sixth Form; therefore if you wish to study languages then, you should follow it at GCSE.

The MFL offer is French and Spanish and also encourages pupils to take additional languages off curriculum, such as Italian and Mandarin.

Requirements for all Languages

The syllabus requires the use of 4 skills – listening, speaking, reading and writing. Topics covered are wide ranging and contemporary, ensuring that all who study languages will be equipped with practical skills and an insight into the culture of the countries where the language is spoken:

Examination – For all languages

Unit 1 – Listening Listening to authentic texts and answering mostly in target language.

Unit 2 – Speaking Pupils may have access to extra oral classes with a native speaker. The examination will be carried out by your language teacher.

Unit 3 – Reading Authentic texts are presented. Candidates answer comprehension questions in the target language as well as English.

Unit 4 – Writing Pupils write a variety of tasks under exam conditions



Enrichment Activities

- Study visits
- Language plays
- Translation workshops
- Celebration of European day of languages

Once the pandemic is over, we will return to offering overseas study trips. We actively encourage study visits abroad where you will combine learning and building on skills with a total immersion in the chosen country. During GCSE you will have the opportunity to travel to Córdoba (Spain) and to attend lessons at Academia Hispanica. Study visits to Paris and Nice (France) are also offered from Year 9 to Year 13.

"Learn a new Language and set a new soul"
Czech Proverb

SPORT AND PHYSICAL EDUCATION

Leweston can provide both GCSE PE and BTEC Level 2 Sport. Each year, depending on demand, either or both may run. If numbers are not sufficient for one course pupils will be offered places on the alternative.

Examination board: AQA

Syllabus Title: Physical Education GCSE

AQA have developed an inspiring GCSE Physical Education specification. The exciting and contemporary topics will help you to develop a well-rounded skill set and prepare you for progression to further studies.

The activity list and practical weighting for GCSE Physical Education is the same across all exam boards. The course is 60% theory and 40% practical.

The Practical

You will be assessed on your performance in three physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

The Written Exam

At the end of Year 11 you will take two exams of one hour and 15 minutes:

Paper 1: The human body and movement in physical activity and sport

Applied anatomy and physiology
Movement analysis
Physical training
Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport

Sports psychology
Socio-cultural influences
Health, fitness and well-being
Use of data

Controlled Assessment

In the controlled assessment you will analyse and evaluate your own performance or the performance of another person, so long as it is in an activity that is from the specification. You will be required to analyse and evaluate a performance to identify two strengths and two weaknesses. You will then produce an action plan that suggests ways to improve upon the two weaknesses that you have identified.



Examination board: Pearson

Syllabus Title: BTEC level 1-2 First Award in Sport

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

The qualification is 120 GLH, which is the same size and level as a GCSE.

Course Components

You will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector:

1. Fitness for sport and exercise
2. Practical performance in sport
3. Applying the principles of personal training

You will build on the knowledge gained in the mandatory units by choosing one further unit, covering areas such as:

4. The mind and sports performance
5. The sports performer in action
6. Leading sports activities

Assessment

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on.

The assessment for **Unit 1: Fitness for Sport and Exercise** is an onscreen test which is marked by Pearson.

In **Unit 3 Applying the Principles of Personal Training**, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.

Unit 2, 3 and the option unit (from 4, 5 & 6) is internally marked and externally moderated by Pearson.

THREE-DIMENSIONAL DESIGN

Examination board: OCR

Syllabus Title: Three-Dimensional Design (J175)

Including: Architectural design, Interior design, Product design, Exhibition design, Sculpture, Design for theatre, film and television.

Unit 1 Coursework Portfolio

Pupils will create a sketchbook of work which shows exploration, research and acquisition of 3D techniques and skills. This portfolio of creative work will then lead to the production of models and other 3D outcomes depending on the projects set. The investigation of historical and contemporary 3D Designers and their methods form an important section of the course. During Year 10 pupils will take part in study visits to galleries and museums and workshops with visiting designers may also form part of the projects.

Unit 2 OCR- Set Task

In the Spring Term of Year 11, each Pupil selects one starting point from an early release question paper, to which they produce a practical response. They will have a period of time in which to plan and prepare and this will be set by the Head of Art and Design. They will have support and guidance from their teacher during this preparation. Having completed the preparation, they will then have 10 hours of controlled time to work on developing their ideas into 3D outcomes. This time is normally spread over two days. The final portfolio and set task will be examined by the Art and Design teaching staff and moderated by an OCR appointed moderator in May/June of each year.

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