



Leehurst Swan School

SALISBURY



The GCSE Years

Find your voice

Our Find Your Voice curriculum offers a fresh GCSE options pathway tailored to individual strengths and interests. At Leehurst Swan we have maximised choice; all subjects are optional other than the compulsory core subjects of English, science and mathematics. Pupils choose three optional subjects.

At Leehurst Swan, we believe that education is not about forcing pupils to fit a pre-determined mould. Uniqueness matters and as a school we encourage all pupils to explore their passions and potential, preparing them to be adaptable in an ever-changing world. We are determined that pupils should choose subjects that inspire them - subjects in which they are emotionally invested. Our bespoke approach empowers pupils to be fully involved in their education increasing their chances of success and enabling them to realise their potential and fulfil their dreams.

We see success not just as achievement in examinations, but on the sports field, on the stage or in something outside of school altogether. Our individualised approach to teaching and learning ensures that every child is encouraged to 'find their voice', in whatever way that might be. Specific learning requirements, whether being stretched or needing a little extra support, are addressed either by subject specialists or through our learning support department, or a combination of both.

Many schools offer a very limited choice and restrictive blocking. At Leehurst Swan we do things differently. We ask our pupils what combinations of options they want and then, so far as we can, we build the option choices around these combinations. This means pupil preference drives what we offer.

UNDERSTANDING GCSES AND (I)GCSES

In some subjects (I)GCSEs have been adopted where they offer a coursework component and, we believe, a better preparation for sixth form study. At Leehurst Swan, we embrace the opportunity, as an independent school, to select the courses that are most appropriate for our pupils. The following subjects are taken as an (I)GCSE:

- English language and literature
- Mathematics
- Biology, chemistry, and physics
- Modern foreign languages
- History
- Geography

CORE SUBJECTS

For the core curriculum, pupils will study full course GCSEs in English language, English literature, science and mathematics. Science is offered as separate sciences or double award. All pupils also participate in physical education, as well as PSHE/RSE (personal, social, health and economic education/relationships and sex education). Careers advice is covered in dedicated periods throughout the year.

At Leehurst Swan we do things differently.

We believe that education is not about forcing pupils to fit a pre-determined mould. Uniqueness matters and as a school we encourage all pupils to explore their passions and potential, preparing them to be adaptable in an ever-changing world.

OPTIONAL SUBJECTS

Pupils choose a further three full GCSE subjects from: French, Spanish, geography, history, business studies, religious studies, art (fine art, photography, 3D) drama, music, physical education and computer science. Details of the courses offered are contained in this booklet.

INDEPENDENT STUDY

Whilst nine GCSEs is a reasonable aspiration for most pupils at Leehurst Swan, some pupils may choose to opt for fewer GCSE courses and benefit from additional time to spend on all their subjects through independent study.

HOW TO CHOOSE

This is an exciting time in a pupil's life when they get to, perhaps for the first time, make decisions about their future. The choosing of options is a well-supported process and our experienced teachers will be on hand to guide pupils in their choices.

The main objective at this stage should be to keep open as many pathways for the future as possible. When choosing options, it is useful to consider:

- What are you passionate about?
- What subjects do you enjoy?
- What subjects are you good at?
- Do you know what is involved in the course in terms of subject content and assessment?
- Do your choices provide a broad and balanced range of courses that will keep your pathways open in the future?
- How might your choices affect the next stages of your education and future careers?

PERSONAL, SOCIAL AND HEALTH EDUCATION

During Key Stage 4, pupils continue to benefit from a varied programme of PSHE.

Our whole-school Jigsaw programme brings together personal, social, relationships, sex and health education, emotional literacy, social skills, mental health and resilience, employability skills, British values and SMSC (spiritual, moral, social, cultural) development in a comprehensive scheme of learning. We aim to equip pupils to live healthy, safe, productive, capable, responsible and balanced lives.



DEADLINE

We offer a wide range of subjects to a relatively small group of pupils; awareness is needed that some subjects may not run if too few pupils opt for them. We are therefore asking for first and second choices to be stated; a second choice is invaluable if we cannot provide the first choice. If we cannot timetable either combination of subjects, we will discuss possible alternatives. The form to indicate choice of subjects should be returned immediately after the February half term.

CAREERS INFORMATION



CAREERS INFORMATION, ADVICE & GUIDANCE

We provide impartial career guidance and encourage pupils to explore their likes and dislikes and their personality type. We help them assess the skills they already have and relate them to future learning, training and career decisions. Advice and information are available to help pupils consider the implications of their choice of GCSE subjects. The school careers' library is always open for pupils to browse and begin researching areas of interest; the Careers Coordinator is available for individual discussions, if desired. A number of class sessions are held during Years 9, 10 and 11 to guide and support decision-making towards post-16 options. Pupils and parents are encouraged to seek advice from the Careers Coordinator and form tutors to make a fully informed decision. Work experience and internship opportunities are arranged.

In Year 11 students have dedicated time to help in preparing for their future:

- College talks, and help with college choices, personal statements and application forms.
- Help with revision techniques, revision plans and dealing with stress.
- Mock interviews with external interviewers.
- Road safety, being a sensible passenger, how to apply and learn for driving test, basic car maintenance.
- Budgeting and finance, including debt management and buying a house!
- Electricity in the home, how it works and safety.

XELLO

XELLO is the leading online careers education programme that lets students explore subject choice and shortlist careers to help inform their option choices.

XELLO takes pupils on a journey of discovery where they explore their potential through a personalised experience based on their interests and aspirations. Pupils will discover new ideas, understand which careers best suit them and how their learning in school links to future opportunities and their career destination.

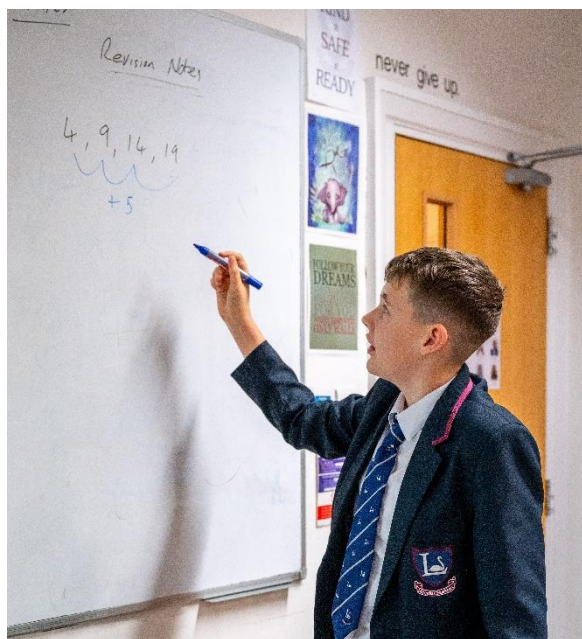
MATHEMATICS (I)GCSE

WHY STUDY (I)GCSE MATHEMATICS?

Just as languages provide the building blocks and rules we need to communicate, mathematics uses its own language, made up of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems like distance, speed, time, space, change, force and quantities.

Studying mathematics helps us find patterns and structure in our lives. Practically, mathematics helps us put a price on things, create graphics, build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions.

Mathematics is one of the best subjects to develop analytical, research and problem-solving skills. Not only will studying mathematics help give pupils the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help them to develop logic to tackle everyday issues like managing budgets and even debating effectively.



COURSE CONTENT AND ASSESSMENT

This Edexcel International GCSE in mathematics (Specification A) requires pupils to demonstrate application and understanding of the following:

Number

- Use numerical skills in a purely mathematical way and in real-life situations

Algebra

- Use algebra to set up and solve problems
- Construct and use graphs

Geometry

- Use properties of angles
- Understand a range of transformations
- Understand ideas of space and shape

Statistics

- Use a range of statistical techniques
- Use basic ideas of probability

The Edexcel International GCSE in mathematics A specification of entry to allow pupils to be entered for the appropriate level.

EXAM BOARD: EDEXCEL INTERNATIONAL

ENGLISH LANGUAGE & LITERATURE (I)GCSE

WHY STUDY (I)GCSE ENGLISH?

The syllabus allows pupils to reach their potential through a combination of examinations and coursework in both language and literature. Pupils are encouraged to read for pleasure and thereby gain a better understanding of themselves and the world.

Cambridge (I)GCSE (9–1) First Language English offers the opportunity to respond knowledgeably to a rich array of reading passages. Learners will use some of these passages to inform and inspire their own writing and write in a range of text types for different audiences. There is also the opportunity to develop both speaking and listening skills, presenting to others and responding to feedback and questions. Pupils

develop a range of skills in organising content and adapting written and spoken language to meet the requirements of the task. Pupils are encouraged to become appreciative and critical readers, writers, speakers and listeners.

Cambridge (I)GCSE (9–1) English Literature offers the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables deepened understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. Above all we want to encourage a love of reading.



FIRST LANGUAGE ENGLISH COURSE CONTENT AND ASSESSMENT

EXAM (100%)

PAPER 1: READING

PAPER 2: WRITING

Pupils will complete two written responses.

Directed Writing: a response to a piece of non-fiction. This may be in the form of an article or letter.

Composition Writing: Students choose between either a piece of descriptive or narrative writing in response to a given prompt.

Students develop a range of skills in organising content and adapting written and spoken language to meet the needs of the purpose and audience. Pupils are encouraged to become appreciative and critical readers, writers, speakers and listeners.

ENGLISH LITERATURE COURSE CONTENT AND ASSESSMENT

PAPER 1 & PAPER 3 (75%)

PAPER 1: POETRY AND PROSE EXAM

This is a compulsory written paper. Answer two questions: one from Section A (Poetry) and one from Section B (Prose). All questions carry equal marks.

There is a choice of two questions on each text. One question is an extract question and involves close analysis in response to a question or answer a more discursive style essay question. Relevant passages/poems are printed on the question paper. Set texts may not be taken into the exam room.

PAPER 3: DRAMA (OPEN TEXT) EXAM

Set texts can be taken into the exam room, but these texts must not contain personal annotations, highlighting or underlining.

Answer one question on one text. There is a choice of two questions on each text. All questions carry equal marks. Relevant passages are printed on the question paper.

COURSEWORK (25%):

Submit a portfolio of two assignments (600–1200 words each). Each assignment should be based on the study of one complete text. The text must be equivalent in scope and demand to the set texts for Papers 1 and 3.

The assignments must be on different texts. One of the assignments (but not two) may be on a text set for Papers 1 and 3.

This course enables deepened understanding and appreciation of the ways in which writers use English to express meaning and achieve effects.

CO-ORDINATED SCIENCE (I)GCSE

WHY STUDY CO-ORDINATED SCIENCE?

The study of the sciences is key to understanding the world around us, through studying science students learn how to process and analyse data and make conclusions. While the future of work is uncertain, what we do know is that demand for STEM-skilled workers is growing across all industries. Rapid advances in artificial intelligence, big data, climate science, energy solutions, quantum computing and healthcare are set to transform the jobs of tomorrow. Studying science is key to preparing for jobs of the future.

The syllabus helps learners to understand the biological and technological world in which they live, and take an informed interest in science and scientific developments along with the basic principles and concepts that are fundamental to science. At Leehurst Swan, we start the (IGCSE Science courses in Year 9 which allows for plenty of opportunity for quality extended experimental learning throughout the GCSE course.

Course content

Chemistry

- States of matter
- Atoms, elements and compounds
- Stoichiometry
- Electrochemistry
- Chemical energetics
- Chemical reactions
- Acids, bases and salts
- The Periodic Table
- Metals
- Chemistry of the environment
- Organic chemistry
- Experimental techniques and chemical analysis

Physics

- Motion, forces and energy
- Thermal physics
- Waves
- Electricity and magnetism
- Nuclear physics
- Space physics

Biology

- Characteristics of living organisms
- Cells
- Movement into and out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants
- Transport in animals
- Diseases and immunity
- Gas exchange in humans
- Respiration
- Coordination and response
- Drugs
- Reproduction
- Inheritance
- Variation and selection
- Organisms and their environment
- Human influences on ecosystems

COURSE CONTENT AND ASSESSMENT

The course is examined in three exams:

Paper 2 Multiple Choice questions (30%)

PAPER 2: Multiple Choice Questions (30%)

PAPER 4: Theory Test (50%)

PAPER 5: Practical Test (20%)

FOUNDATION & HIGHER TIER AVAILABLE

Cambridge (IGCSE (9-1) Co-ordinated Sciences (Double Award)

gives learners the opportunity to study Biology, Chemistry and Physics, each covered in separate syllabus sections. It is a double award qualification, earning two grades.

BIOLOGY (I)GCSE

WHY STUDY GCSE BIOLOGY?

Biologists are scientists who study the natural world and all the living things in it, from the largest mammals down to our very own microscopic DNA. Biologists try to stop the spread of disease, track down natural resources, improve public health, animal care and conservation and work out the true impacts of things like pollution. Biologists are tackling important 21st century challenges from climate change, preserving biodiversity and ecosystems to food security and finding new vaccines.

Biology is a key subject for many STEM careers, particularly in healthcare, medicine and jobs involving plants or animals. The list includes: nursing, dentistry, forensic science, psychology, physiotherapy, botany, environmental science, zoology, geology, oceanography, pharmaceuticals, energy, teaching, science writing, genetics and research. The study of biology also develops skills necessary for non-science-based careers.



COURSE CONTENT AND ASSESSMENT

The course is examined in three exams:

PAPER 2: MULTIPLE CHOICE 30%

PAPER 4: THEORY TEST 50%

PAPER 5: PRACTICAL TEST 20%

Cambridge (I)GCSE (9–1) Biology develops a set of transferable skills including handling data, practical problem-solving and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

Course Content

- Characteristics and classification of living organisms
- Organisation of the organism
- Movement into and out of cells
- Biological molecules
- Enzymes
- Plant and animal nutrition
- Transport in plants and animals
- Diseases and immunity
- Gas exchange in humans
- Respiration
- Excretion in humans
- Coordination and response
- Drugs
- Reproduction
- Inheritance
- Variation and selection
- Organisms and their environment
- Human influences on ecosystems
- Biotechnology and genetic modification

Biologists try to stop the spread of disease, track down natural resources, improve public health, animal care and conservation and work out the true impacts of things like pollution.

CHEMISTRY (I) GCSE

WHY STUDY GCSE CHEMISTRY?

Chemistry is the scientific discipline of understanding the building blocks of the universe. In Chemistry, you will study the composition, structure, properties and behaviours of substances and the changes they undergo during chemical reactions. Chemistry is the study of the matter that makes up everything. Chemists investigate and describe the properties and reactions of substances and look at how we use this knowledge to make new substances. Chemists strive to understand what substances are made of and how they came about. They examine how this knowledge enables us to understand industry, our environment, the atmosphere, pollution and global warming and consider how chemists might solve some of these big problems.

A GCSE in chemistry provides you with the scientific knowledge and practical skills required to help you to make sense of the world around you and to take an active role in its development. The course aims to help you recognise chemistry's increasingly essential role in society.

The sciences rarely stand alone, and chemistry serves as a keystone connecting the other sciences such as biology, physics and geology.



Chemistry is a highly regarded qualification, demonstrating problem solving abilities and logical deduction. It provides the foundation for the study at A level which is essential for medicine, dentistry, veterinary science, chemistry, chemical engineering and environmental science, to name but a few.

At Leehurst Swan, we start the GCSE course for chemistry in Year 9 which allows for plenty of opportunity for quality extended experimental learning throughout the GCSE course.

COURSE CONTENT AND ASSESSMENT

The course is examined in three exams:

PAPER 2: MULTIPLE CHOICE 30%

PAPER 4: THEORY TEST 50%

PAPER 5: PRACTICAL TEST 20%

FOUNDATION & HIGHER TIER AVAILABLE

Cambridge (I)GCSE Chemistry develops a set of transferable skills including handling data, practical problem-solving and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

Course Content

- States of matter
- Atoms, elements and compounds
- Electrochemistry
- Chemical energetics
- Chemical reactions
- Acids, bases and salts
- The Periodic Table
- Metals
- Chemistry of the environment
- Organic chemistry
- Experimental techniques and chemical analysis

EXAM BOARD: CAMBRIDGE INTERNATIONAL EDUCATION

PHYSICS (I)GCSE

WHY STUDY GCSE PHYSICS?

Physics is a subject that covers the building blocks and forces of everything in the universe. The study of physics is the basis of several career and learning paths, including astronomy, environmental science and engineering. It offers you the chance to look out into the darkness of space or into the fundamental forces that govern our planet, covering everything from heat, light, magnetism and electricity. Physicists are involved in finding solutions to many of our most pressing challenges. As well as studying atoms or making sense of the extra-terrestrial, physicists diagnose disease, model the climate, design computer games, predict markets and design hi-tech goods.

Pupils will be able to test out new ideas, question and investigate other people's theories. Experimental work is at the centre of learning in physics at Leehurst Swan. Experimental sessions are interwoven through the delivery of the course content. Physics equips pupils with the skills and knowledge for post-16 courses in the sciences. Physics develops problem solving, research and analytical skills and it is key to many STEM careers.

At Leehurst Swan, we start the GCSE course for physics in Year 9 which allows for plenty of opportunity for quality extended experimental learning throughout the GCSE



COURSE CONTENT AND ASSESSMENT

The course is examined in three exams:

PAPER 2: MULTIPLE CHOICE 30%

PAPER 4: THEORY TEST 50%

PAPER 5: PRACTICAL TEST 20%

FOUNDATION & HIGHER TIER AVAILABLE

Cambridge (I)GCSE Physics (9-1) helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. The syllabus includes the basic principles and concepts that are fundamental to the subject, some current applications of physics, and a strong emphasis on practical skills.

Learners also develop an understanding of the scientific skills essential for progression to Cambridge International AS & A Level, higher education or a career in science.

Course Content

- Motion, forces and energy
- Thermal physics
- Waves
- Electricity and magnetism
- Nuclear physics
- Space physics

EXAM BOARD: CAMBRIDGE INTERNATIONAL EDUCATION

MODERN FOREIGN LANGUAGES (I)GCSE

FRENCH & SPANISH

WHY STUDY (I)GCSE MODERN FOREIGN LANGUAGE?

The courses encourage learners to develop lifelong skills, including:

- The ability to use a foreign language as a means of practical communication
- Insight into the culture and civilisation of countries where the language is spoken
- A positive attitude towards language learning, the speakers of other languages, and other cultures and civilisations
- Techniques which can be applied to other areas of learning, such as analysis and memory skills

With the increasing importance of language skills in the workplace, pupils who gain a modern foreign language qualification will maximise their future career and further study prospects. Universities are often keen for pupils to have a modern foreign language to (I)GCSE level and the E-Bacc is highly desirable for colleges and employers. As well as being valued as an academic subject, languages are, of course, useful in the real world – being able to communicate confidently in a foreign country has many advantages.



COURSE CONTENT AND ASSESSMENT

The subject content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

The topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

All candidates take the following four components:

PAPER 1: LISTENING 25%

PAPER 2: READING 25%

PAPER 3: SPEAKING 25%

PAPER 4: WRITING 25%

Universities are often keen for pupils to have a modern foreign language. As well as being valued as an academic subject, languages are, of course, useful in the real world.

EXAM BOARD: CAMBRIDGE INTERNATIONAL EDUCATION

GEOGRAPHY (I)GCSE

WHY STUDY (I)GCSE GEOGRAPHY?

The world in which we live is likely to change more in the next 50 years than it has ever done before. Our role in that change is more important than ever. Geography explains why this is and helps to prepare pupils for those changes. It is a subject about now and the future.

Geographers have a unique viewpoint combining political, social and economic aspects with an understanding of the physical processes. Geography develops the ability to combine scientific principles with economic awareness, environmental concern and an appreciation and tolerance of peoples' attitudes and values. At its core lies the understanding of the relationships and impacts between people and the environment.

Geography gives a balanced viewpoint which is good preparation for the world of work. Geographers are trained to be good decision makers who look at all aspects of a situation. Some jobs make direct use of geographical knowledge such as those in tourism, town planning, environmental management, international development, conservation and teaching. Geography is also useful for law, engineering, journalism, medicine, architecture, advertising, publishing, public relations, business management and many other careers. It combines the understanding of the facts of the sciences with the perception of the arts.

Geography gives a balanced viewpoint which is good preparation for the world of work. Geographers are trained to be good decision makers who look at all aspects of a situation.

COURSE CONTENT AND ASSESSMENT

PAPER 1: GEOGRAPHICAL THEMES (45%)

One question on each of the following themes:

- Population and settlement
- The natural environment
- Economic development

PAPER 2: GEOGRAPHICAL SKILLS (27.5%)

This paper tests the interpretation and analysis of geographical information, decision-making and the application of graphical and other techniques.

PAPER 3: COURSEWORK (27.5%)

School-based assignment based on fieldwork (2000 words).



EXAM BOARD: CAMBRIDGE INTERNATIONAL EDUCATION

HISTORY (I)GCSE

WHY STUDY (I)GCSE HISTORY?

Modern history provides an excellent understanding of the world today. This syllabus offers the opportunity to study world history from the twentieth to the beginning of the twenty first century. Pupils will explore history from a diversity of perspectives, including social, economic, cultural, and political. History encourages the raising of questions and to develop and deploy historical skills, knowledge and understanding to answer historical questions.

Pupils have the opportunity to:

- Develop an interest in and enthusiasm for learning about the past
- Explore historical concepts such as cause and consequence, change and continuity, and similarity and difference
- Appreciate historical evidence and how to use it
- Gain a greater understanding of international issues and inter-relationships
- Learn how to present clear, logical arguments

The course is designed to lead naturally to A level history and is also very useful for the study of politics and is one of the recommended A levels for law. Many science courses at university now recommend that pupils take an essay-writing subject and history often suits science pupils. The advantages of studying history do not stop there, however. The ability to analyse material, to consider people's motivation and to form and justify personal opinions, both orally and on paper, are valued skills in employment. As well as being highly rated as an academic subject, history is also popular as a leisure pursuit and forms a useful background to films and television programmes.

History encourages the raising of questions and to develop and deploy historical skills, knowledge and understanding.

COURSE CONTENT AND ASSESSMENT

PAPER 1: (40%)

Three parts: (a), (b) and (c). Two questions from Section A (Core Content) and one question from Section B (Depth Study)

- Was the Treaty of Versailles fair?
- To what extent was the League of Nations a success?
- How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain Communism?
- How secure was the USSR's control over Eastern Europe, 1948 - c.1989?

One question from Section B (Depth Study):

- Germany 1918-45

Written exam 2 hours.

PAPER 2: (30%)

Six questions on one prescribed topic taken from the Core Content (listed above) There is a range of source material relating to each topic.

Written exam: 2 hours

PAPER 3: COURSEWORK (30%)

This is coursework and is 30% of your final grade. Pupils must produce one piece of extended writing (2000 words) based on the Depth Study: Germany 1918-1945. Coursework can be undertaken outside of school, but eight double lessons are allowed within the timetable to complete this piece of work.

OR

PAPER 4: (30%)

This written paper is 30% of final grade, split into two parts: (a) writing an account, 15 marks and (b) and evaluation essay, 25 marks based on the Depth Study: Germany 1918-19.

Written exam: 1 hour

RELIGIOUS STUDIES GCSE

WHY STUDY RELIGIOUS STUDIES?

At a time when communities are becoming more diverse, there is an even greater need for a more religiously literate and tolerant society. Religious studies plays a key role in creating social cohesion and generating genuine understanding about different communities reducing friction, intolerance and social unrest. The study of two world faiths helps pupils to understand the attitudes of believers and the background to many moral and social issues. Religious studies has a multidisciplinary nature, involving textual study, philosophical thinking, ethics, social understanding and the skills of analysis and reasoning developing core skills of literacy. There is space in lessons for discussion and debate, helping pupils to articulate what they think and to respect differing opinions. This GCSE course would lead naturally into A level religious studies or philosophy and ethics.

In terms of the various fields of exploration within religious studies, you will explore the following on the course:

- British Values
- Knowledge and understanding of others' beliefs and world views.
- Sensitivity and empathy towards others
- Tolerance and independent thinking
- Preparedness for a citizen's active role in an increasingly globalized world.
- You will learn skills of investigation through asking questions, using different sources.
- You will learn to express yourself, explain concepts, rituals and practices; articulate your opinions.
- You will learn to interpret meanings from scripture, artefacts, works of art and symbolism, metaphors and be able to express the role of interpretation in religion and life.
- You will learn to reflect on feelings, relationships, experience, beliefs and practices of yourself and others.
- You will learn to apply what you have learnt from a religion to ethical situations.
- You will learn to analyse text and distinguish between opinion, belief and fact alongside distinguishing between the features of different religions.

In an ever-changing world, we are all exposed to new and changing experiences. Our pupils at Leehurst Swan have the opportunity to study the Christian traditions, beliefs and practices of the UK and Islam as the comparative religion for the GCSE. These are studied alongside other world views and British Values. Our global interconnectedness makes it a valuable subject for pupils to study as it requires the skills stated above. This prepares pupils well for higher levels of study at A Level and degree but is particularly valuable in the workplace where understanding ourselves and others is vital for good communication and contribution to society.

Foundational knowledge of world religions, faith, beliefs and practices are integral to modern life and showing study at GCSE level tells employers that you have learnt a lot of 'soft skills' not taught explicitly across the academic curriculum. Religious studies GCSE is of interest to lawyers, healthcare, education, travel, international companies and NGOs including the charity sector to name a few.

COURSE CONTENT AND ASSESSMENT

The AQA GCSE qualification in religious studies focuses on two papers that are equally weighted. The first paper looks at beliefs and practices of Christianity and Islam, and the second considers religious and non-religious responses to ethical issues.

PAPER 1: Christian and Islam Beliefs and Practices (50%)

Multiple-choice question, short response questions and extended response questions.

1 hour 45 minutes

PAPER 2: Themes (50%)

This written paper is 50% of your final grade and consists of a multiple-choice question, short response questions and extended response questions.

1 hour 45 minutes

The second paper requires pupils to apply and evaluate religious and if appropriate non-religious views on ethical issues and is covered over four themes.

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

BUSINESS STUDIES GCSE

WHY STUDY BUSINESS STUDIES?

Business studies GCSE prepares you for A level as well as BTEC and NVQ courses in many different subjects. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team.

Pupils will explore the key business concepts, issues and skills involved in starting and running a small business. Business studies enables pupils to investigate and discuss how a business develops beyond the start-up phase. Pupils will focus on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources.

Business studies is an excellent opportunity for pupils to think, present and budget for their own business ideas for the future.



COURSE CONTENT AND ASSESSMENT

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2 examines how a business develops beyond the start-up phase:

- Growing the business
- Making marketing decisions
- Making product decisions
- Making financial decisions
- Making human resource decisions

Pupils take two exams worth 50% each.

Business studies is an excellent opportunity for pupils to think, present and budget for their own business ideas for the future.

EXAM BOARD: EDEXCEL

ART AND DESIGN

WHY STUDY GCSE ART, AND DESIGN?

GCSE Art and Design is designed to encourage pupils to develop their knowledge, skills and understanding in art and design along with their creativity and imagination.

Pupils will need to choose one of the following three courses:

GCSE Art, Craft & Design

GCSE Three-Dimensional Design

GCSE Photography

Both the GCSE Art, Craft and Design and GCSE Three-Dimensional Design courses begin by refining practical skills in a broad range of media, techniques and processes such as drawing, painting, printmaking and design. The start of the GCSE Photography course will begin with workshops in the use of a digital SLR camera and an introduction to Photoshop.

For all courses, work then begins on a portfolio of coursework and subsequently an externally set task which will be developed in response to a choice of themes.

For GCSE Art, Craft and Design outcomes can be developed in any choice of media such as drawing, painting, textiles, and printmaking whilst for GCSE Three-Dimensional Design, the outcomes will be largely focused on sculpture, ceramics, and design for products such as lighting solutions or architectural modelling. GCSE Photography pupils will create digital sketchbooks, and the outcome must include at least one photographic process.

Throughout the courses, pupils are encouraged to explore ideas and improve their practical skills whilst developing their ability to critically evaluate their own work and that of other artists.

GCSE Art and Design is the perfect stepping stone onto further visually creative courses such as A levels in fine art, graphic design, fashion and textiles, product design or photography.



COURSE CONTENT AND ASSESSMENT

COMPONENT 1: PORTFOLIO (60%)

Produce a portfolio of practical work in response to a school set starting point, brief or stimulus. Typically, this results in a set of preparatory sheets and a completed final piece of work. The portfolio of work is internally assessed and externally moderated using the marking criteria (60%).

COMPONENT 2: EXTERNALLY SET TASK (40%)

The examination paper will be issued at the start of the Spring term in Year 11. It will provide a choice of themes, each with written and visual starting points or stimuli. From these, one theme is selected from which pupils develop a personal response. Several weeks are given to prepare for the 10-hour practical exam by producing preparatory sheets which show the development of ideas and skills. The 10-hour practical exam is run over two days, and during this time pupils make the final piece of work for this component. Both the preparatory work and final outcome are assessed. The externally set task is internally assessed and externally moderated using the marking criteria (40%).

Work is assessed using the following criteria:

- Developing ideas through investigations, demonstrating critical understanding of sources
- Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Recording ideas, observations and insights relevant to intentions as work progresses
- Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Pupils are actively engaged in the creative process of art, craft and design to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds

EXAM BOARD: OCR

COMPUTER SCIENCE GCSE

WHY STUDY GCSE COMPUTER SCIENCE?

Computer Science is an engaging and practical subject, encouraging creativity and problem solving. It will challenge you to develop your understanding and application of the core concepts in computer science.

You will analyse problems in computational terms and devise creative solutions by designing, writing, testing, and evaluating programs. Computing skills are valuable and sought after in the professional world for things like network security to the running of sports broadcasts. You will be taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, you will be equipped to use information technology to create programs, systems, and a range of content.

WHAT SKILLS WILL I LEARN?

- You will design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
- Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.
- Use two or more programming languages, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables, or arrays]; design and develop modular programs that use procedures or functions.
- You will develop an understanding of the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.

In addition, on the course you will also work on a series of practical projects that will reinforce your understanding of programming that will give you context-based experience to aid you in your learning journey.

WHERE CAN COMPUTER SCIENCE TAKE ME?

In a rapidly expanding tech sector that is permeating many aspects of our day to day lives as digital citizens, there are an incredibly broad range of professions centred around computer science knowledge, for example Information systems managers, cybersecurity consultants, database managers, and multimedia software engineers are just a few of the possible professional careers available with a computer science qualification. The course itself opens lots of doors to specialise in a particular area of interest and be part of a huge technological shift in modern society which is seeing an increased demand for these professional career pathways. Computer technologies are integral to modern life, so you're likely to find your computer science skills in high demand across many different industries. These include financial organizations, management consultancy firms, software houses, communications companies, data warehouses, multinational companies, governmental agencies, universities, and hospitals.

COURSE CONTENT AND ASSESSMENT

PAPER 1: COMPUTER SYSTEMS (50%)

This paper consists of multiple-choice questions, short response questions and extended response questions. The topic areas range from system architecture and computer networks to the ethical legal and environmental impacts of technology

PAPER 2: COMPUTATIONAL THINKING AND ALGORITHMS (50%)

The second paper explores the other aspects of knowledge centred around practical programming skills, and the topic areas include algorithms, programming fundamentals and Boolean logic.



EXAM BOARD: OCR

MUSIC GCSE

WHY STUDY GCSE MUSIC?

Music is a universal language with the ability to express humanity's depths of emotion and experience. The study of music history and contemporary music gives us the opportunity to understand the motivations and idiosyncrasies of different eras and popular trends. Music can be used as a vehicle for political expression and has been pivotal in many movements and revolutions.

Music unifies a multitude of disciplines and skills, such as listening, analysis, critical review, historical understanding, performance skills, communication, dictation, aural and many more. Music combines the ability to communicate and collaborate with others and has links with almost every subject.

The GCSE offers an opportunity to hone performance and compositional skills as more than half the course is practical based. Music GCSE involves learning to use professional standard composition software and requires the ability to write a composition to a brief. Skills are also developed for writing music for mediums such as film, TV or theatre in the future. Music can lead to careers in performance, music therapy, editing, teaching, community projects, composition, management, entertainment, production, marketing, journalism, sound engineering and many others.



EXAM BOARD: OCR

COURSE CONTENT AND ASSESSMENT

WRITTEN PAPER (40%)

Listening and Appraising

The paper contains questions linked to unfamiliar musical excerpts related to four areas of study.

- Pop conventions – rock 'n' roll, rock anthems, pop ballads, solo artists
- Concerto through time – western classical music – baroque, classical, romantic
- Rhythms of the world – Israeli, Palestinian and Greek folk music, African drumming, calypso, samba, Indian classical music, bhangra.
- Film and video game music

PERFORMANCE (30%)

- Solo performance
- Ensemble performance

Combined performances must be a minimum of four minutes in total. At least one minute of this must be the ensemble performance.

COMPOSITION (30%)

- Composition based on a pupil brief
- Composition based on an examiner's brief (received in September of the second year of the course)

Combined compositions must be a minimum of three minutes in total.

Music is a universal language with the ability to express humanity's depths of emotion and experience.

DRAMA GCSE

WHY STUDY GCSE DRAMA?

Drama is a subject that allows pupils to develop invaluable and transferable skills. It is a subject which fosters the development of confidence, public speaking skills, psychological awareness and emotional intelligence. Pupils learn to collaborate, think analytically and evaluate effectively. These are all essential skills for the modern world. The course covers a range of practical skills from physical theatre, improvisation, vocal techniques and performance skills as well as design options in costume and make-up, lighting, sound, and stage management.



COURSE CONTENT AND ASSESSMENT

THE COURSE COMPRISES THREE COMPONENTS

COMPONENT 1: UNDERSTANDING DRAMA (40%)

This is a theoretical written examination which tests the pupils' critical analysis of the practical component together with their academic knowledge of the set text studied.

There are three sections to the paper.

- Section A: Multiple choice
- Section B: Study of a scripted play
- Section C: Study of a live theatre production which pupils have attended and critically evaluated

COMPONENT 2: DEVISING DRAMA (40%)

Pupils are involved in the creation and performance of drama as either a performer or designer. They are expected to analyse and evaluate their own work in the form of a log and performance. This is marked by the school and externally moderated.

COMPONENT 3: TEXTS IN PRACTICE (20%)

Performance of two extracts from one play which pupils may do either as a designer or performer. This is externally marked.

Theatre trips are an integral and essential part of the course and as many of these must be attended as possible.

Drama fosters the development of confidence, public speaking skills, psychological awareness and emotional intelligence.

EXAM BOARD: AQA

PHYSICAL EDUCATION GCSE

WHY STUDY GCSE PE?

Possible career opportunities:

- PE teacher
- Sports scientist
- Sports coach
- Sports physiotherapist/rehab
- Sports event co-ordinator
- Sports journalist
- Outdoor education instructor (climbing, mountaineering, sailing etc.)

This is the ideal course for sport lovers; good practical ability is important but not essential as the course builds on the theoretical aspects behind the practical. A GCSE in physical education is well recognised and regarded highly by employers and universities and is a valuable addition to a pupil's portfolio.



COURSE CONTENT AND ASSESSMENT

3 x practical activities plus
1 x controlled assessment task - 40%
2 x 1-hour theory written papers - 60%

PRACTICAL OPTIONS

The choice is extremely wide ranging and truly caters for all and is not limited to school-based lessons. If a pupil participates in a local club such as trampolining, boxing, dancing etc. The coach can be asked to provide assessments and the activity can be moderated using video. Other adventurous off-site activities such as skiing, horse riding and sailing can also be used towards the pupil marks. Only sports that appear on the exam board approved list may be used towards the pupil scores.

THEORY COURSE OUTLINE

- Applied anatomy and physiology
- Physical training
- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

CONTROLLED ASSESSMENT OUTLINE

Analysing and Evaluating Performance (AEP)
The content of this uses practical examples from physical activities and sport to demonstrate how the theory can be applied and to reinforce understanding.

This is the ideal course for sports lovers, there is a strong emphasis on the practical element of sports.

EXAM BOARD: OCR



(I)GCSE SUBJECT CHOICES

NAME (BLOCK CAPITALS PLEASE):

In addition to mathematics, English language, English literature and science I should like to study the following subjects:

PLEASE CIRCLE THE SUBJECTS YOU WOULD LIKE TO STUDY

Please circle any **THREE** subjects

Art (Fine Art, Photography, 3D pathways)	Drama	Music
Geography	History	Religious studies
Business studies	Physical education	Computer science
French	Spanish	Independent study

Second choice – please indicate **TWO** subjects as alternative choices.

Art (Fine Art, Photography or 3D pathways)	Drama	Music
Geography	History	Religious studies
Business studies	Physical education	Computer science
French	Spanish	Independent study

I understand that every effort will be made to give me my exact choices but that this may not be possible.

SIGNED:

DATE:

PUPIL

SIGNED:

DATE:

PARENT

LEE Hurst Swan
Campbell Road, Salisbury, SP1 3BQ

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