



Lancing College

Senior School & Sixth Form



GCSE Choices 2019



GCSE & IGCSE Choices 2019

GCSEs are the most important exams students take before Sixth Form or university. The results have a huge effect on students' futures and their progression into the next stage of education. This guide offers a further insight into the subjects covered at GCSE. Students should therefore use this as an opportunity to discuss their choices carefully with parents, Housemaster or Housemistress, Tutor and teachers.

Curriculum

All students study:

- English Language GCSE
- English Literature GCSE
- Mathematics GCSE
- Science (Biology, Chemistry and Physics) GCSEs*
- Religious Studies (Lancing College qualification)
- Four GCSE Options

In the Fourth Form all students continue to study the core subjects of English Language, English Literature, Mathematics, the Sciences and Religious Studies. Set 1 mathematicians also take the OCR Additional Mathematics course.

Students then select four optional GCSE subjects to complete their programme. *One of these options is to study three separate Sciences: Biology, Chemistry and Physics (three GCSEs), as opposed to Biology, Chemistry and Physics as part of Combined Science: Trilogy (two GCSEs).

All students whose first language is English must choose at least one language (French, Spanish, German, Latin) among their options.

The Religious Studies course, begun in the Third Form, leads to an assessed Lancing College qualification at the end of the Fourth Form. In the Fifth Form the two Religious Studies periods each week are replaced by additional Mathematics and English lessons.

All students also follow a course of Personal, Social and Health Education, and there is a weekly timetabled double period of sport/PE in addition to co-curricular sport.

Full commitment to the chosen courses of study is expected from the outset.

Progression to the Sixth Form

The Sixth Form at Lancing is an inspiring and life-enhancing experience. The chief requirements for successful A Level study are academic ability, good study skills, self-discipline and the motivation to succeed. The school's aim is to develop these qualities in Fourth and Fifth Form students so that they will achieve their full potential in the Sixth Form and at university.

We anticipate that students will gain at least a 7 at GCSE or IGCSE in the subjects which they wish to continue studying in the Sixth Form, and in certain subjects an 8 will be required to study the subject at A Level. The minimum requirement for entry to the Sixth Form is five 6 grades at GCSE. The school reserves the right to modify these policies in the best interests of each individual student.

If there are queries about any of this information, please do not hesitate to contact me.

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New GCSE Grading Structure

As well as altering the content and style of examinations to some extent, recent government reform of GCSEs has also seen the old A*–G grades replaced with 9–1 grades. The correspondence between the old and new grading systems is shown alongside. Please note that there is often not a direct equivalence.

Reformed GCSE grading system	Old GCSE grading system
9	A notional new A** grade for the top 5% of candidates nationally
8	A*
7	A
6	B
5	C (a 'higher pass' grade)
4	C (a 'pass' equivalent in the new grading system)
3	D etc

LEARNING SUPPORT

The Learning Support Department offers a range of strategies to enhance and develop academic skills and individual learning styles. The end of the Third Form is a good opportunity to consider whether those experiencing difficulty in some areas of study would benefit from regular contact with the department.

English & English Literature

At the beginning of the Fourth Form, students begin a two-year course of study leading towards IGCSE First Language English and IGCSE English Literature. Students whose first language is not English may also be entered for the IGCSE in English as a Second Language.

IGCSE FIRST LANGUAGE ENGLISH (CIE 0990)

The course allows students to develop the ability to communicate clearly, accurately and effectively when speaking and writing, to learn how to use a wide range of vocabulary and correct grammar, spelling and punctuation, and to develop a personal style and awareness of the audience being addressed. Students are encouraged to read widely for enjoyment and to develop their awareness of the ways English can be used. The teaching encourages more general communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Candidates are assessed by performance in two examinations taken in the Summer Term of the Fifth Form.

Paper 1: Reading (50%)

Paper 2: Directed Writing and Composition (50%)

IGCSE ENGLISH LITERATURE (CIE 0992)

The course enables students to develop their enjoyment and understanding of literature. Candidates are introduced to a wide variety of literary works and emphasis is placed on developing close reading skills. The course comprises three examined components. Paper One, Poetry and Prose (closed text examination, 50%) tests students' knowledge and understanding of a novel and an anthology of poetry. Paper Three, Drama (open text, 25%) focuses on one Shakespeare play and one piece of modern (post-1900) drama. Paper Four, Unseen Comparison (25%) examines students' ability to write a critical appreciation comparing and contrasting two pieces of literary writing; pupils choose either poetry or prose. All examinations are taken in the Summer Term of the Fifth Form.

Progression

Fifth Form:

Summer: English exams (100%)
and Literature exams (100%)

ENGLISH AS A SECOND LANGUAGE

Students for whom English is a second language (ESL students) may opt for, or be required to take, additional English lessons. These lessons are specifically tailored to suit the needs of ESL students, focusing in particular on vocabulary building and adopting a more grammar-based approach to the study of English. Specific emphasis is given to eliminating errors common to ESL students, errors for which they are frequently penalised in public examinations.

Where appropriate, pupils taking this option will be offered the opportunity to sit an IGCSE in English as a Second Language (Edexcel 4ES1).

Mathematics

IGCSE MATHEMATICS (Edexcel 4MA1)

All students continue with Mathematics in the Fourth and Fifth Forms leading to International GCSE (IGCSE) Mathematics. Students are taught number, algebra, geometry and statistics. There are two written examinations and no controlled assessment. IGCSE has the same status in terms of university entrance requirements, and is equivalent, grade for grade, to GCSE. Students in Set 1 will also take the Additional Mathematics examination. This is helpful, but not essential, for those students who wish to study both Mathematics and Further Mathematics in the Sixth Form.

Students learn to use numerical skills in a purely mathematical way and in real-life situations. In algebra they learn to use letters equivalently to numbers and as variables; to understand the distinction between expressions, equations and formulae; to use algebra to set up and solve problems; to demonstrate manipulative skills and construct and use graphs. Studies in geometry require that students use properties of angles; understand a range of transformations; work within the metric system; understand ideas of space and shape and use ruler, compasses and protractor appropriately. Statistics comprises basic ideas of statistical averages; the use of a range of statistical techniques and basic ideas of probability.

Progression

Fifth Form:

Summer: Exams (100%)

Sciences

In the Third Form all students follow common courses in Biology, Chemistry and Physics as part of the core curriculum. Many of the topics within these subjects are approached from an experimental perspective and the science in the classroom is related very much to everyday life. Biology and Chemistry are content-rich areas of science and there are some topics from those GCSE specifications that have fitted well into the Third Form foundation course.

At the end of this first year, as pupils make decisions about the subjects they wish to follow to GCSE, one of the judgements is whether to continue with the GCSE Dual Award (the 'Combined Science: Trilogy') or to use one of the option blocks in order to study the three separate sciences at GCSE.

The first option, the national standard for science at Key Stage 4, will require nine lessons (three in Biology, Chemistry and Physics respectively) resulting in two GCSE qualifications; this will allow another non-science subject to be studied to GCSE. The latter option demands an extra lesson of each science and will result in three GCSE qualifications.

Third Form internal summer exams will help us to confirm a pupil's choice, but this is a decision that must be made by both pupil and parents, after discussion with teachers, Tutor and Housemaster/Housemistress.

(It must be stressed that it is not necessary to study the separate sciences in order to progress to those subjects at A Level).

All Fourth Form students take examinations before Easter which will assist both students and their teachers in optimising their learning environments in Fifth Form, and at the end of the Fifth Form terminal exams cover all the topics in each subject.

Though GCSE specifications no longer have an assessed coursework component, there is a wide range of Required Practicals and opportunities for laboratory work, allowing the students to explore and develop their experimental skills and research methods as the course progresses.

Progression

Fifth Form:

Summer: Exams (100%)

Religious Studies

The Lancing Religion, Philosophy and Ethics course, started in the Third Form, is completed this year. It continues to introduce, inform and stimulate enquiry into the deep and resonant questions humans have asked about themselves, the universe and their place in it. Based firmly within the Christian ethos of the Woodard family of schools, we seek to educate our pupils in these main areas:

In the Third Form we study:

- the truth claims made by the Christian faith and the forms in which these are embedded in the life and practice of the Church
- the basic philosophical arguments for the existence of God; the problem of evil and related issues.

In the Fourth Form we study:

- the making of moral decisions and the outworking of this thinking in some of the key areas of moral contention in the world today such as abortion, euthanasia and issues of sexuality
- a broader consideration of other world faiths: either Islam or Buddhism. To assess this there is a personal study, fully researched and referenced which will aid the development of independence in learning and writing.

Through this flexible and exciting RPE curriculum we provide pupils with the knowledge and the intellectual tools to enable them to respond critically and intelligently to the turmoil of the current religious, moral and political landscape.

Progression

Third and Fourth Forms:

Lancing College internal assessment and examination (100%)

Art & Design

Students follow a two-year course in Art & Design and choose one of two available courses: GCSE Fine Art or GCSE Art Photography.

The portfolio of work (Component 1) counts for 60% of the marks and is selected from work completed over the two-year course in Art classes and evening school. The portfolio is made up of a sustained project evidencing the journey from initial engagement to the realisation of intentions undertaken during the course of study.

A final externally-set assignment (Component 2) will be started in January of the Lent Term of the second year, and counts for 40% of the marks. Students respond to a chosen starting point from an externally set assignment paper set by AQA. The preliminary work is executed in class time and evening schools. The final ten-hour piece takes place under exam conditions at the beginning of the Summer Term.

Both Fine Art and Art Photography are enjoyable subjects, and complement literary, mathematical and scientific studies. Art history, the history of photography and social/critical awareness are important areas studied as part of both courses. Hard work and enthusiasm are necessary.

Progression

Fourth and Fifth Forms:

Portfolio (60%)

Fifth Form:

Externally set assignment (40%)

Note: Students must be prepared to make gallery visits which will incur ticket and sometimes transport costs.

GCSE FINE ART (AQA 8202)

Drawing, painting, printmaking, textiles, collage, sculpture and ceramics form the core part of Component 1. Technical skills are developed in the first year.

GCSE Fine Art trains one to observe with precision and to see the unusual in the commonplace. It also enables one to express ideas and feelings. It will suit both those who have already decided to pursue Art at A Level and those who wish to broaden their studies at GCSE and keep their options open for later.

GCSE Fine Art prepares students for university study in a wide range of subjects including: Art, Architecture and the Built Environment, Art and Design Management, History of Art, Film, Photography and Television (the communications industry).

GCSE ART PHOTOGRAPHY (AQA 8206)

Analogue and digital photography will form the foundations from which students will then explore Photoshop manipulation, sculptural work, photo montage, joiners and also mixed media. This forms the core part of Component 1. Technical skills are developed in the first year.

Art Photography trains one to make precise observations through the lens in order to visualise ideas and communicate to others. It also develops visual curiosity and the ability to think creatively to express ideas and feelings. Art Photography GCSE will suit both those who have already decided to pursue Photography at Pre-U and those who wish to broaden their studies at GCSE and keep their options open for later.

GCSE Art Photography prepares students for university study in a wide range of subjects including: Photography, Architecture, Graphic Design, Product Design, Fashion Design, Film and Television (the communications industry).

Classics

GCSE LATIN (OCR J281)

All students whose first language is English must choose at least one language (French, Spanish, German or Latin) among their options.

The Latin course develops linguistic, analytical and interpretive skills and is suitable both for more experienced latinists and for those who have made good progress in the language having begun it in the Third Form. The latter often obtain the highest grades both at GCSE and A Level, and university courses in this and related subjects.

The emphasis in the Fourth Form is on practising language skills. The Department's own handbooks and worksheets cover simply and comprehensively the vocabulary (now 475 words), grammar and constructions required at GCSE, while the Cambridge Latin Course may be used for practice in translation. Translation from English into Latin is not compulsory at GCSE. Linguistic ability is tested through Latin to English translation and comprehension exercises (one paper, 50%).

By the beginning of the Fifth Form, work will have begun on the two short set texts – one verse and one prose text, each consisting of approximately 135 lines and each accounting for 25% of marks at GCSE. Texts studied are typically extracts from Virgil's Aeneid and selections of verse or prose texts on related themes. There is no controlled assessment in this subject.

GCSE GREEK (OCR J291)

The GCSE format is the same as for Latin. The course will appeal to those who relish an intellectual challenge and feel a strong engagement with the study of the Ancient World. Prose set texts are typically taken from Herodotus, verse from Homer or Euripides. Again, there is no controlled assessment. Depending on uptake, Greek may be available either in or out of timetable.

GCSE CLASSICAL CIVILISATION (OCR J280)

Classical Civilisation is a colourful and wide-ranging subject, involving an in-depth view of aspects of the Ancient World through a study of its literature and civilisation. It develops analytical skills across a range of disciplines in the Humanities. It is not necessary to have studied Classical Civilisation in the Third Form to qualify for this option at GCSE. All texts are studied in English.

Two units are tested by examination (100%):

1. Myth and Religion: we will study the gods, heroes, temples, festivals and the Underworld through a wide variety of literary sources as well as art and archaeology.
2. Roman City Life: we will investigate the cities of Rome, Ostia, Pompeii and Herculaneum, looking at all aspects of life in a Roman town including houses, family and education, slaves, entertainment (the amphitheatre and chariot races) through detailed archaeology and what the Romans themselves wrote about their life.

Each unit carries equal weight.

Progression

Latin, Greek and Classical Civilisation

Fifth Form:

Summer: Exams (100%)

Design & Technology

Two courses, similar in structure and content, are available within Design and Technology. Both courses are based around two components:

- A coursework project will make up a significant part of each course. It will follow a brief, set by the exam board. Each pupil is challenged to design and create a unique solution to an outlined problem.
- A written exam at the end of the Fifth Form based upon theory delivered in lessons over two years.

GCSE DESIGN AND TECHNOLOGY - PRODUCT DESIGN (AQA 8552)

Product Design involves creative problem solving. A project brief provides pupils with freedom to design a unique solution. Pupils see projects through from beginning to end, first as two minor practical projects and eventually through the completion of their major project. Two items are considered in the assessment of this module: the actual artefact the pupil produces, and a supporting portfolio of information which documents the designing and making process. Together these account for 50% of the pupil's final mark.

The theory side of the course looks at a wide range of issues relating to designing in the real world, ranging from materials and manufacturing process to the environmental and social issues designers must consider.

Progression

Fourth and Fifth Forms:
Major project (50%)
Fifth Form:
Summer: Exam (50%)

GCSE DESIGN AND TECHNOLOGY - ENGINEERING (AQA 8852)

Precision engineering surrounds us in our everyday lives, from the digital technology in our pockets to the buildings we live in and the ways in which the food we eat is produced. GCSE Engineering is designed to reflect upon this, through both theoretical and hands-on technical skills, encouraging future generations to continue to improve our daily lives. It will particularly appeal to those who enjoy being creative, with an affinity for functional design and technical problem solving.

The project work will demonstrate core engineering principals through material, process and efficiencies selected, and there will be a focus on successful mechanical and technological aspects of design with less emphasis on aesthetics. There will be essential mathematical and physics content assessed in the final written examination.

The theory side of the course will be taught through a mixture of classroom based lessons, practical investigations and mini-projects designed to introduce and integrate six core topics: engineering materials; engineering manufacturing processes; systems; testing and investigation; the impact of modern technologies; and practical engineering skills.

Progression

Fourth and Fifth Forms:
Major project (40%)
Fifth Form:
Summer: Exam (60%)

Note: A student choosing either Product Design or Engineering will incur some extra material costs, depending on their choice of project direction. This can be minimal, but is usually between £100 and £300. Some students pursue more sizeable, and expensive, projects.

Drama

GCSE DRAMA (AQA 8261)

60% of the course (120 marks) requires candidates to present practical work:

- Process of creating devised drama - 2,500 words written log (60 marks) and performance of devised drama (20 marks); marked by teacher, moderated by AQA.
- Performance of two extracts from one play (40 marks), marked by AQA visiting examiner.

40% of the course (80 marks) involves preparation for a terminal 1 ¾ hour written exam, marked by AQA:

- Multiple choice section testing knowledge and understanding of drama and theatre (4 marks).
- Passage questions focusing on practical interpretation of a set play (44 marks).
- Analysis and evaluation question on the work of live theatre makers (32 marks).

Drama at all levels demands commitment and collaboration. To do well, pupils need to rely on others within their group and to be reliable themselves.

Evening school will sometimes reflect the practical nature of the course, and pupils will be expected to find time to rehearse outside timetabled classes.

Pupils must be prepared to make theatre visits on an occasional basis, which will inevitably incur ticket and transport costs.

Progression

Fifth Form:

Advent Term: Devising Unit (40%)

Lent Term: Performance of Play extracts (20%)

Summer Term: Exam (40%)

Geography

GCSE GEOGRAPHY (AQA A8035)

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams: Living with Physical Environment; Changes in the Human Environment; and Geographical Applications.

Progression

Fifth Form:

Summer: Exams (100%)

History

GCSE HISTORY (Edexcel 1HI0)

The History GCSE considers the making of our modern world through a study of some of the most significant developments in British, European and World History since the 13th century. It allows a focus on the reign of Henry VIII, as well as an examination of the ways in which warfare has helped transform British society from the 13th century to the present day. It considers in depth Hitler's rise to power in Germany and examines closely London during the Second World War. It also analyses the ways in which international relations developed during the Cold War.

A keen interest in current affairs will help considerably in this course.

The GCSE comprises three examination papers, all taken in the Fifth Form.

The first examined paper is divided into two parts and accounts for 30% of the final result. Section A tests skills of recall and understanding as well as source analysis and focuses on a close study of London and the Second World War, 1939–45. In Section B there is a broader thematic study of Warfare and British Society, from c 1250 to the present. Section B principally tests skills of knowledge and understanding of change and continuity over a long sweep of history. It examines:

- c 1250–c 1500: Medieval Warfare and English Society
- c 1500–c 1700: Warfare and English Society in the Early Modern Period
- c 1700–c 1900: Warfare and British Society in the 18th and 19th Centuries
- c 1900–present: Warfare and British Society in the Modern Era.

The second examined paper is divided into two parts and makes up 40% of the final result. The first part focuses in depth on Henry VIII and his ministers, 1509–40. It primarily tests recall and understanding, and its key focuses are:

- Henry VIII and his Ministers, 1509–40
- Henry VIII and Cromwell, 1529–40
- The Reformation and its Impact, 1529–40.

The second part focuses on a period study of Superpower Relations and the Cold War, 1941–91. It once again tests recall and understanding, and its subjects of study are:

- The Origins of the Cold War, 1941–48
- Cold War Crises, 1958–70
- The End of the Cold War, 1970–91.

The third examined paper provides a modern study in depth of Weimar and Nazi Germany, 1918–39. It tests skills of source analysis as well as recall and understanding and it makes up 30% of the final result. Its topics are:

- The Weimar Republic, 1918–29
- Hitler's Rise to Power, 1919–33
- Nazi Control and Dictatorship, 1933–39
- Life in Nazi Germany, 1933–39.

Progression

Fifth Form:

Summer: Exams (100%)

Modern Foreign Languages

All students whose first language is English must choose at least one language (French, Spanish, German or Latin) among their options.

Speaking another language not only enhances career prospects, but also opens the possibility of work or study abroad; there is also an increasing trend among UK universities to require a foreign language to GCSE level. French, German and Spanish are offered at Lancing.

Although the emphasis at GCSE is on communication, grammar is also an important aspect of learning languages at Lancing, as it is not possible to communicate successfully without it. A solid grammatical foundation is also necessary for pupils who wish to continue languages into the Sixth Form. There are native speaker language assistants for each subject, who assist pupils in developing their spoken fluency and also in practising for the oral assessments. It is expected that every pupil will attend a short conversation class with the assistant each week, either in an evening or during normal timetabled lessons.

In the final week of the Fourth Form Summer Term there will be a language exchange to France, Spain and Germany which provides cultural education and also develops confidence in language skills. This trip is strongly recommended and will incur a cost of £400–£500.

Native speaker exam entries

International students are encouraged to take the GCSE in their first language **at the end of the Fourth Form** as the level presents no significant challenge. Native speakers are then encouraged to enter for the A Level exams, but not until the Lower Sixth.

Bilingual pupils and non-taught languages

Any students who have a good level of a modern language other than English, but who are not native speakers, are also encouraged to enter GCSE. This means a student who has one parent who is a native speaker of a different language, or a student who might have been to school abroad for a number of years, but whose first language is English. Entries at any point in the Senior School are possible by talking to the Head of Modern Languages.

GCSE FRENCH (AQA 8658)

Many students will probably have been studying French for some years, which can be a significant advantage, although the department recognises the problem of having spent too long on it without a corresponding amount of progress. There are a number of additional units built into the syllabus to provide a greater range of interest and challenge across all abilities, including reading, music and history as well as film. Frequent use is made of the school's IT suites and iPads in order to use a range of websites of both linguistic and cultural interest. Students are also given access to a range

Subject Options

of sites, and are encouraged to use them from home as well as in class. Students are of course actively encouraged to spend some time in France, either individually or as part of an organised school trip. The fourth form trip to La Rochelle at the end of the Summer Term is a fantastic way for the students to immerse themselves in the language as well as experience French culture first-hand.

GCSE GERMAN (AQA 8668)

All students who have started German in the Third Form and are making good progress can be expected to do well at GCSE. Given the communicative emphasis of the course, we naturally recommend participation on our exchange with a grammar school in Detmold, near Hanover, at the end of the Fourth Form, and on our Fifth and Sixth Form trip to Berlin.

Within Europe there are far more native speakers of German than any other European language, including English. German is the main language not only of Germany, our most important trading partner in Europe, but also of Austria and much of Switzerland. It is also widely spoken in central and eastern Europe where it can be as important as English.

Jobs with German language skills currently have the highest demand in the UK employment market, with Germany being the UK's number one trading partner.

GCSE SPANISH (AQA 8698)

The Department strongly encourages students to spend some time in Spain. For several years, Lancing has had an exchange programme with a school in Oviedo, Northern Spain. It has proven to be a key factor in motivating students to develop their language skills. The Spanish Department is also fortunate to have an email 'tandem' link with the same school in Oviedo. This enables all students on the GCSE Spanish course to exchange emails with a partner in Spain on a variety of topics, within a structured framework established by Spanish teachers in Oviedo and Lancing.

The study of Spanish also possesses a further dimension in giving access to the majority of Latin American countries, whilst it is also the second language of the United States. There are over 450 million Spanish speakers worldwide and the number is increasing rapidly.

Progression (all Modern Foreign Languages)

Fifth Form:
Summer: Exams (100%)

Paper 1: Listening (45 minutes) (25%)
Paper 2: Speaking (10–12 minutes) (25%)
Paper 3: Reading (1 hour) (25%)
Paper 4: Writing (1 hour 15 minutes) (25%)

Note: Modern Foreign Languages in the Fourth Form are not courses for beginners; it is assumed that those who take them will already have studied them for at least one year.

Music

IGCSE MUSIC (CIE 0410)

The Cambridge International IGCSE Music course aims to enable students to acquire and consolidate a range of basic musical skills, knowledge and understanding through the activities of listening, performing and composing. Students will study an exciting range of Western music.

The listening component of the course involves an introduction to the history of Western Classical Music, sweeping through from the mid-17th Century to the present day (taking in Bach, Mozart, Schubert, Beethoven, Tchaikovsky, Chopin and Schoenberg, to name but a few) and also a wide variety of non-Western traditions. The students will learn the characteristics of each style and will study in detail a number of the greatest pieces ever written. The listening component is assessed in one written exam taken in the summer of Fifth Form and is worth 40% of the qualification.

The performing module is assessed through the submission of recorded performances, which are completed in March of the Fifth Form year. The students are required to present a minimum of two performances, including at least one solo and one ensemble piece, with a total duration of 4–10 minutes. We recommend that students should be working towards at least Grade 3 (or equivalent) on an instrument at the time they begin the course, but we are happy to advise on an individual basis. The performance component is worth 30% of the qualification.

The composition module will introduce students to a range of techniques and traditions. No previous experience of composition is required. Students will learn the skills that will enable them to write their own masterpieces. Students must submit two pieces, either contrasting in character or written for different forces. At least one of these must be written in a Western Tonal Style. The composition will be submitted as a recording and with the score at the end of the Lent Term of the Fifth Form year. The composition component is worth 30% of the qualification.

Progression

Fifth Form:

Lent: Performance (30%) and Composition (30%)

Summer: Listening exam (40%)

Physical Education

GCSE PHYSICAL EDUCATION (WJEC)

Learning how the body functions during exercise (Anatomy and Physiology), how it responds to training (Exercise Physiology), the effect of psychology on performance, how we learn to develop and maintain performance in physical activities and understand the benefits to health, fitness and well-being are all topics at the heart of the WJEC Eduqas GCSE Physical Education specification. The course also covers socio-cultural issues in sport and physical activity such as commercialisation and the role of media, advertising and globalisation of sport. The course will challenge the pupils, requiring them to use a variety of study skills including recall and application of knowledge, data analysis and written and verbal communication.

This specification builds on subject content which is typically taught in the Third Form and provides a suitable foundation for further study in the Sixth Form or progression to related vocational qualifications in sport and exercise sciences.

The subject content focuses on five key areas:

- Health, training and exercise
- Exercise physiology
- Movement analysis
- Psychology of sport and physical activity
- Socio-cultural issues in physical activity and sport.

The theory components are assessed on a written paper worth 60% of the qualification and students will be assessed through a range of short and extended answers.

The non-exam assessment is worth 40% of the qualification and pupils will be assessed in three different activities in the role of performer in at least one individual and one team sport. Candidates will be further assessed through a written analysis and evaluation of their personal performance in one of their chosen activities. Students will design a personal training programme with the aim of providing recommendations to improve performance in one of the practical activities in which they were assessed.

Off-site activities such as skiing and horse riding can be undertaken, and performance in these activities must be supported with video evidence. It is expected that a good deal of the practical coursework will be completed in school activity time; candidates should be aiming to represent the College in their chosen activities to further test their abilities and develop their performance.

Progression

Fifth Form:

Lent: Non-exam assessment (40%)

Summer: Exam (60%)





Be inspired
Be brilliant
Be you

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**YOUR
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JOURNEY**

