



Lancing College

Senior School & Sixth Form



GCSE Choices
2026



GCSE & IGCSE Choices 2026

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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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 a single play. Paper Four, Unseen (25%) examines students' ability to write a critical appreciation; pupils have a choice of writing on either a poem or prose extract. 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 (Edexcel 4XES2)

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 4XES2).

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

SEPARATE (AQA 8461, 8462 & 8463); COMBINED (AQA 8464)

In Third Form, students are taught Biology, Chemistry and Physics as part of the College's core curriculum. Many of the topics within these subjects are approached from an experimental perspective and the science in the classroom is related wherever possible to everyday life.

At the end of the Third Form, students make decisions about the subjects they wish to follow at GCSE. One of the choices is whether to continue with the three separate sciences, leading to three GCSE grades, or whether to take 'GCSE Combined Science: Trilogy', and use one of the option blocks to take an additional GCSE subject, then receive two GCSE Combined Science grades at the end of the course.

The GCSE Combined Science choice is the national standard for science at Key Stage 4 and requires nine lessons (three in each subject). The separate sciences option allows an extra lesson of each science (12 in total) and students who particularly enjoy the sciences tend to make this choice. The extra content facilitates a deeper understanding of some of the subject's applications and makes the transition to A Level easier. Third Form students who have found their science subjects challenging, or who wish to pursue an additional GCSE subject, should choose Combined Science. The reduced content is less demanding, and this pathway frees up an option block for an additional non-science subject. Science pathway recommendations are provided by the Head of Science in the Summer Term. The final decision is made by the pupil and parents, with guidance from their teachers and discussion with their Tutor and Housemaster/Housemistress.

Whichever option is chosen, the GCSE science courses are enjoyable and relevant, with plenty of opportunity for practical work and research.

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 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 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 will be expected to visit art galleries and museums as often as possible during the course, both with the College and in their own time. Trips will be subject to the usual charges.

All core materials are provided by the College. However, students will be expected to supply more specialised or nuanced items as needed, and should also ensure they have a basic set of art resources available for use at home and during holiday periods. A list of suggested items will be provided.

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 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.

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. GCSE Photography will suit both those who have already decided to pursue Photography at A Level and those who wish to broaden their studies at GCSE and keep their options open for later.

GCSE 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).

Note: Places are limited for GCSE Photography, so students will need to submit a portfolio of photographs and a written paragraph about why they wish to pursue the course in order to be considered for a place.

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%)

Computer Science

GCSE COMPUTER SCIENCE (OCR 8525)

The GCSE Computer Science course is designed to give students a solid foundation in computational thinking, problem-solving and programming. Students will develop a range of skills including: analytical thinking and problem-solving; programming and coding proficiency; an understanding of computer systems and networks; awareness of cyber security and data protection; an ability to evaluate the ethical, legal, and environmental impacts of technology. The course covers a range of topics that are essential for understanding how computer systems work and how they can be used to solve real-world problems. It provides a strong foundation for further study in computer science and related fields as well as for careers in technology and IT.

The assessment comprises two written exams each contributing towards 50% of a GCSE grade.

Paper 1 examines computational thinking and problem solving. Topics in this paper are:

- Fundamentals of Algorithms: understanding and designing algorithms.
- Programming: writing, testing, and refining code.
- Code Tracing: following and understanding code logic.
- Problem-Solving: applying computational thinking to solve problems.

Paper 2 examines computing concepts. Topics in this paper are:

- Fundamentals of Data Representation: how data is represented and processed.
- Computer Systems: understanding the components and functions of computer systems.
- Fundamentals of Computer Networks: basics of networking and communication.
- Cyber Security: protecting systems and data from cyber threats.
- Relational Databases and SQL: managing data using databases and SQL.
- Ethical, Legal, and Environmental Impacts: understanding the broader impacts of digital technology on society, including privacy issues.

Computer Science students will be invited on various co-curricular trips during the two-year course. Trips to be arranged may include London Game Expo, National Computing Museum (Bletchley Park) and Crystal Maze Live London. Within the next few years there are also plans for GCSE and A Level students to optionally visit San Francisco's Silicon Valley (and Google HQ).

Progression

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.

Please note that students may choose either D&T Product Design or Engineering, but not both.

GCSE DESIGN AND TECHNOLOGY (AQA 8552) PRODUCT DESIGN

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 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 and manufacturing process explorations, 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)

The Drama GCSE is for all pupils; for those with a passion for performance or theatre design and for those who would like to improve their communication skills and their confidence – whilst at the same time enjoying a creative subject.

The teaching programme will guide pupils through the acquisition of performance and design skills, picking up other attributes along the way. They are introduced to a range of theatrical techniques, practitioners and genres – allowing them to explore and experiment in the creation of their own work and in the interpretation of the work of established playwrights.

Having undertaken a wide range of short projects in the Fourth Form, pupils will have become very used to working cooperatively with a number of fellow pupils. They will have created their own piece of devised theatre and a number of responses to scripts. This will prepare them for the assessment points further into the course. Work will have begun on the set text with a view to considering how it might move from 'the page to the stage'. Additionally, they will have begun to develop their critical faculties in response to the work of other theatre makers.

Pupils will develop additional and transferable skills along the way, for example:

- Empathy
- Problem solving
- Negotiation
- Resilience
- Concentration
- Courage
- Physical ability
- Creativity
- and many more.

60% of the course (120 marks) requires candidates to present and reflect on 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. Evening school will sometimes reflect the practical nature of the course and pupils will be expected, every now and then, 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.

Examples of texts studied and performances attended are: *The Woman in Black*, *An Inspector Calls*, *Blood Brothers*, *The 39 Steps*, *Boeing Boeing*, *The Boy in the Striped Pyjamas*, *The History Boys*, *Kindertransport*, *The Woman Who Cooked Her Husband*.

Progression

Fourth Form: Summer Term: Devising Unit (40%)

Fifth Form: Lent Term: Performance of Play extracts (20%)

Fifth Form: Summer Term: Exam (40%)

Geography

GCSE GEOGRAPHY (AQA 8035)

Geography is a contemporary and dynamic subject and the GCSE course tackles some of the most pressing issues facing humanity; climate change; globalisation; natural hazards; over exploitation of resources; and unsustainable global development. The aim of the course is to ensure our students are able to go into the world with a deep understanding of how the physical and human worlds operate, and how they interrelate. Students of Geography are in a position to envision and positively shape the world they want to live in.

The course is illustrated with contemporary case studies drawn from throughout the world. These include an in depth look at London as a world city, the Amazon rainforest ecosystem and its associated threats, and development issues in oil-rich Nigeria. Although taught in discrete topics students are actively encouraged to see the many links between the different elements of the course. For example, understanding challenges facing people living in poverty cannot be understood without an understanding of the changing global climate. Students are encouraged to keep up to date with, and maintain a critical reflection on current affairs, particularly international geopolitics, and relate these to their studies. Students receive support through a subscription to the *Wide World* GCSE magazine, and have the opportunity to go on optional field trips to destinations such as Iceland.

Fieldwork is an important part of studying Geography. Students will undertake a full one day field trip to East London at the end of the Fourth Form to investigate the success of redevelopment after the 2012 Olympic Games. In the Fifth Form students undertake a residential field trip to explore the River Severn drainage basin, and the legacy of the last ice age in the glacial features of North Wales. Students will be expected to contribute towards the cost of these trips. (For reference, in previous years the cost of the London trip has been around £60 per student and the residential trip to Shrewsbury and North Wales around £350).

The assessment comprises of three papers sat at the end of the Fifth Form. Physical Geography explores the natural world, and is examined in Paper 1. Topics in this paper are:

- The Challenge of Natural Hazards. This includes climate change, tropical storms, earthquakes and volcanoes and UK storms.
- The Living World. This includes a study of the tropical rainforest and Hot Desert ecosystems.
- Physical Landscapes in the UK. This includes a study of Rivers and Glaciation and is supported by fieldwork.

Human Geography examines the role of people on the planet and is examined in Paper 2. Topics in this paper are:

- Urban Issues and Challenges. This includes a study of London, which is supported by fieldwork, and a comparison global city such as Rio de Janeiro.
- The Changing Economic World. This includes development issues and how globalisation is shaping the rich and poor worlds.
- The Challenge of Resource Management. This focuses on how the world is adapting to a post carbon future, as well as the challenges to meet the basic demands of food and water throughout the world.

Paper three focuses on skills gained over the two years, and the teaching of this paper is integrated over the two years. In this examination students will tackle a variety of geographical data, answer questions about their two field trips and answer questions based on a booklet of pre released material that is available a few months before the exam.

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 it incurs additional costs varying from £400–£800 depending on destination.

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 8652)

Many students will probably have been studying French for some years, which can be a significant advantage as they embark on the GCSE course. The latest AQA GCSE course offers students the opportunity to develop their French language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom. There are a number of additional units built into the syllabus to provide a greater range of interest and challenge for all abilities, including film, literature, music and history across the culturally diverse Francophone world.

Subject Options

Students are also given access to a range of online resources and applications 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 Nice 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 8692)

The Department strongly encourages students to spend some time in Spain. For several years, it has organised end-of-year trips with host families to Malaga which have proven to be a key factor in motivating students to develop their language skills. The Spanish Department also organises themed nights and events linked to traditional Hispanic celebrations such as the *Day of the Dead*, *5 de Mayo* and *Feria de Abril*.

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. Spanish is the official language in over 20 countries, with nearly 500 million Spanish speakers worldwide. In addition, there are 74 more million around the world that speak it as a second language.

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

GCSE MUSIC (AQA 8271)

The GCSE Music course aims to enable students to acquire and consolidate a range of 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 covers music from the Baroque period to the present day, including music by Bach, Mozart, Beethoven, Chopin, Copland, Britten, Alan Menken, The Beatles, Lady Gaga – and everything in between! Students will also study a wide variety of non-Western traditions including Blues, Latin American and other music from around the world. 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 the Fifth Form and is worth 40% of the qualification.

The **performing component** is assessed through the submission of two recorded performances, which are completed in March of the Fifth Form year. Students are required to present a minimum of two performances, namely one solo and one ensemble piece, with a total duration of at least four minutes. These are pieces of the students' own choosing, and can be pieces that they are also learning for graded exams with their instrumental/vocal teachers. 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 very happy to advise on an individual basis. The performance component is worth 30% of the qualification.

Supported by the listening component, the **composition component** 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 will submit two pieces, contrasting in character or written for different forces. The style and instrumentation of at least one of these pieces is entirely of the student's own choice, and students are encouraged to write for forces as varied as string quartet, rock band, piano solo and other, more unusual, combinations. Both compositions will be submitted at the end 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 C550QS)

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 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%)

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Be you

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