

# Lewes Old Grammar School

GCSE Options Booklet

2026



# Contents

Introduction.....	3
Making your choices.....	4
The Curriculum.....	4
Curriculum Allocation.....	5
Year 10 and 11 Overview.....	5
Homework.....	6
Option procedure.....	6
Art, Craft and Design.....	7
Business Studies.....	9
Computer Science.....	11
Dance.....	13
3D Design.....	15
Drama.....	17
English Language and Literature.....	18
Food Preparation and Nutrition.....	20
Geography.....	22
History.....	24
Latin.....	25
Mathematics.....	26
Statistics.....	27
Modern Foreign Languages.....	28
Music.....	30
Physical Education.....	32
Religious Studies.....	33
Science.....	36
Biology.....	38
Chemistry.....	39
Physics.....	40

## Introduction

Choosing subjects for study at GCSE is an exciting process that requires thoughtful reflection, not only about which individual subjects will be stimulating and enjoyable for a particular pupil, but also about the overall experience the package of chosen subjects will provide. Pupils will spend two years working hard with their teachers on their GCSE subjects and should give careful consideration to what kind of balance, continuity or contrast they might like to create for themselves in the combination of subjects they elect.

Over the last decade, GCSE specifications have been through a process of dramatic revision: modular assessment was dispensed with in favour of linear assessment, which means that all examinations are taken in the Summer Term of Year 11.

The results of GCSE exams are given as grades ranging from 1-9, with 9 representing the highest standard. Employers and Higher Education institutions tend to regard grades at 4 or 5 as a pass. At Lewes Old Grammar School, we use the 1-9 grading system throughout Key Stage 3 and 4 so that pupils already have a sense of where they are currently performing on this scale before they arrive at Year 10. In this way, we can track pupil progress effectively throughout their journey through the Senior School.

We have designed our Key Stage 3 programmes of study to provide a broad curriculum that teaches pupils the knowledge and skills that are foundational to the demanding GCSE specifications. Some of the ways in which our Key Stage 3 curriculum is distinctive include the following provisions:

- A** In Years 7 to 9, we give more time than many schools to the teaching of two or three foreign languages (15% of teaching time). This makes GCSE in two foreign languages or even possibly three a more viable choice.
- B** We follow separate sciences throughout the school to permit some students (about 40% in each year) to take all three sciences at GCSE, and to provide a stronger base for A level Science.
- C** We offer a wide range of choices at Year 8 and Year 9 allowing our students to choose subjects that suit them, rather than having to select from preordained option blocks.

## Making your choices

Perhaps the critical questions to ask when making choices for GCSE are:

- What am I good at?
- What am I interested in?
- How can I create a balanced and manageable programme of study for myself? For example, it is important to be aware of the significant practical dimensions of some subjects like drama, PE, art, 3D, food preparation and nutrition, all of which require consistency of performance and an investment of time beyond the lesson timetable.
- Least importantly, which subjects do I need for a career? Because most schools now offer very little genuine choice for students aged 14, it is rare for professions to make strong subject-specific demands for GCSEs.
- Most importantly, be guided by conversations with your subject teachers as they know your capabilities and the demands of each subject.

## The Curriculum

In Years 10 and 11

<b>A</b>	Every student will study English language, English literature and maths.
<b>B</b>	All students are <b>encouraged</b> to study at least one science.
<b>C</b>	All students follow a PSHE course during which they may receive careers guidance and all students participate in games lessons. They will also receive guidance in study skills to ensure that they are ready for GCSE and A Levels. These are non-examination extras.
<b>D</b>	The remaining subjects are options. Students should choose <b>six full GCSEs</b> from the subjects on offer.
<b>E</b>	For a small number of students for whom learning support is required because of an identified learning need, five options should be chosen so that there is space in the curriculum for learning support lessons.

The Curriculum Core

## Curriculum Allocation

### In Years 10 and 11

Subject	Periods allocated per fortnight
Maths	13
English	14
GCSE Option 1	9
GCSE Option 2	9
GCSE Option 3	9
GCSE Option 4	9
GCSE Option 5	9
GCSE Option 6	9
Games	6
PSHE	2
Assembly	1
<b>Total</b>	<b>90</b>

## Year 10 and 11 Overview

Each student's progress is carefully monitored during Years 10 and 11. In Year 10, students will receive a short report and a full report. There will also be a Parents' Evening where you have the opportunity to discuss your child's progress with individual teachers. A full suite of examinations is taken towards the end of the Summer term to monitor progress and to aid the setting of targets. In Year 11, there are two parents' evenings, and you will receive a short and a full report as well as mock exam reports. Students will most likely sit a short mock examination session at the end of the Autumn Term and a full session at the beginning of the Spring Term, with a final session in the second half of the Spring Term. There is a thorough review of levels of achievement and progress with both students and parents as examination entries are made. Throughout the two years, we also offer guidance on A Level options and Sixth Form so that students can successfully progress to the next stage of their education.

## Homework

Students receive notification of homework set via Satchel One. They must plan how they will meet deadlines and should expect to be completing homework each evening. Homework has a range of purposes including consolidation of classwork; revision; learning to memorise; and preparation for a lesson to come. In addition to set homework, we strongly advise pupils to read independently and to ensure that any work they have missed or completed inadequately is caught up.

## Option Procedure

Students and parents will have the opportunity to discuss subject options with Heads of Faculty and Department at the Options Evening, on **Thursday, 12th March 2026**. This evening will be held at Lewes Town Hall, High Street, Lewes. You may attend one of two sessions: 5.15pm – 6.15pm or 6.15pm – 7.15pm. At the end of the evening, we hope that most parents will be able to complete an option choice form. All choices must be finalised and forms returned to form tutors by **Monday, 23rd March 2026**, so that the option blocks can then be constructed. In most cases, all choices can be met, but if this is not possible there will be consultation with both parents and pupils early in the Summer Term. Once the option blocks have been fixed and the timetable completed, students who then wish to change their option choices will only be allowed to change their subject choices within a given block. The school will contact parents to discuss option choices a student has made if they appear to us to present significant issues for a student.

# Art, Craft and Design

## Course details

<b>Syllabus Title:</b>	Art, Craft and Design (9-1)
<b>Examination Board:</b>	EDEXCEL
<b>Syllabus Number:</b>	1AD0/01 and 1AD0/02

The GCSE in art, craft and design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.

## Assessment

### **ALL work created in Year 10 and 11**

#### **Unit 1 Coursework: Thematic projects set by the Art Department. (60%) 72 marks**

A creative and critical exploration of techniques and concepts is the essence of good coursework. Maintaining sketchbooks and critical / historical studies of relevant artists is a compulsory coursework component.

There will be coursework exam sessions in Year 10 & 11.

#### **Unit 2 Externally set exam (40%) 72 marks**

Preparatory Studies/supporting studies. 8 school weeks.  
Controlled Test. Completed over 2 days. 10 Hours

## Homework is coursework

Homework is set weekly to develop student's sketchbooks and portfolios work. It is important for students to be well organised and self-motivated. Students must use a wide variety of art materials to create exciting homework, no tasks should be missing as this seriously detrimental to the final grade.

# Art, Craft and Design

## Assessment objectives in Art

	<b>Develop ideas through investigations, demonstrating critical understanding of sources.</b>
AO1	Developing ideas and researching artists. How you gather ideas to explain and connect your work to other artists. Annotations that show knowledge of a variety of artists that support your creative journey.
	<b>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</b>
AO2	Experimentation and refinement: How well you use art materials and equipment to generate ideas and effects. Documenting your final piece making processes.
	<b>Record ideas, observations and insights relevant to intentions as work progresses.</b>
AO3	How you visually record your imagination, responses to artists and observations. Your drawing, painting, photography, experiments with style and art making skill.
	<b>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</b>
AO4	Final piece and how it links to your sketchbook. How your AO1, AO2 and AO3 work has informed your final piece. You have considered a variety of outcomes.

## Expectations of Art students

- A positive attitude to creative tasks.
- Go beyond the obvious.
- Be genuinely curious. Therefore, visit art galleries and research artists whose work you connect with.
- Be culturally aware. Respect the past and ensure you are up to date with the contemporary creative world.
- Show your enjoyment of drawing, taking photographs, sculpting and expressing your own visual language.
- Produce artistic and independent work, where you explore your mistakes and rethinking of an idea.
- Use lesson time efficiently.
- Meet deadlines and creative challenges set by the Art Department.
- Create work you are proud of.

## Useful links

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf>

<https://www.bbc.co.uk/bitesize/examspecs/z8nq6rd>

<https://www.tate.org.uk/art/student-resource>

# Business Studies

## Course details

<b>Syllabus Title:</b>	GCSE Business Studies
<b>Examination Board:</b>	AQA
<b>Head of Business Studies:</b>	Miss D McCague <a href="mailto:Mccagued@logs.uk.com">Mccagued@logs.uk.com</a>

## The course

When you have completed either of the two courses you can progress to a number of Level 3 courses including A level business studies or BTEC National (Level 3) Diploma in business. Level 3 courses are an excellent foundation for progressing to university or for moving into employment. You will study a number of different topics.

Students will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions the use and limitation of quantitative and qualitative data in making business decisions. - You should have an interest in business and you might want to start your own business one day.
- You need a good standard of written English as the exams will be very essay heavy. You will also need good numeracy skills as there will be calculations in the finance unit and throughout the course.

## Assessment details

Examination in Year 11. Two papers, 1 hour and 45 minutes and worth 50% each of the total grade.

**Paper 1** – Influences of operations and HRM on business activity

**Paper 2** – Influences of marketing and finance on business activity

## Subject content

Business in the real world	Influences on business
<ul style="list-style-type: none"><li>• Purpose and nature of business</li><li>• Business ownership</li><li>• Aims and objectives</li><li>• Stakeholders</li><li>• Expanding a business</li><li>• Business planning</li><li>• Choosing the right location</li></ul>	<ul style="list-style-type: none"><li>• Technology</li><li>• The economic climate</li><li>• Globalisation</li><li>• Ethics and the environment</li><li>• Legislation</li><li>• Competition</li></ul>

# Business Studies

## Subject content

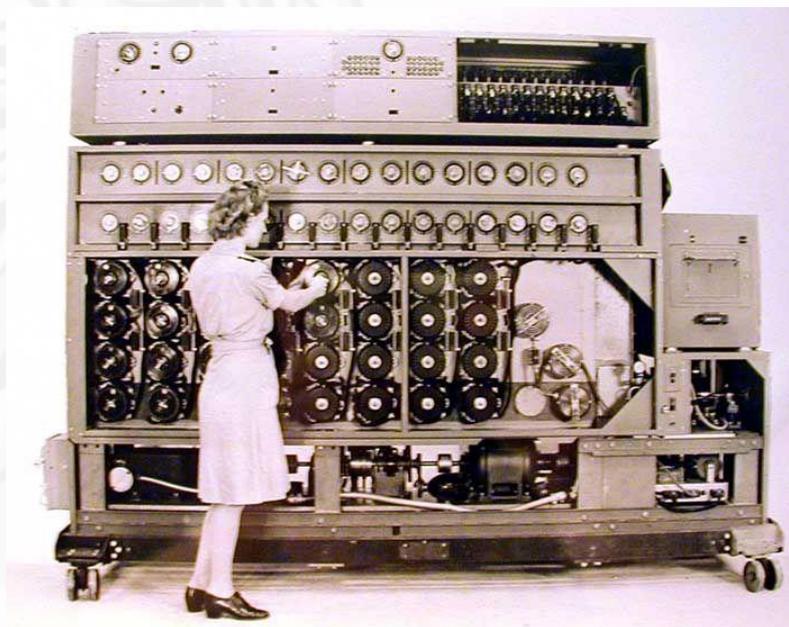
<b>Business operations</b>	<b>Human resources</b>
<ul style="list-style-type: none"><li>• Production and quality</li><li>• Customer service</li><li>• Procurements</li></ul>	<ul style="list-style-type: none"><li>• Organisational structures</li><li>• Motivation and training</li><li>• Recruitment and selection</li></ul>
<b>Marketing</b>	<b>Finance</b>
<ul style="list-style-type: none"><li>• Identifying and understanding customers</li><li>• Purpose and methods of market research</li><li>• Marketing mix</li><li>• Segmentation</li></ul>	<ul style="list-style-type: none"><li>• Sources of finance</li><li>• Cash flow</li><li>• Financial terms and calculations</li><li>• Financial performance</li></ul>

# Computer Science

## Course details

<b>Syllabus Title:</b>	Computer Science
<b>Examination Board:</b>	AQA
<b>Syllabus Number:</b>	8525

**“Computing is of enormous importance to the Economy, and the role of computer science as a discipline itself and as an ‘underpinning’ subject across science and engineering is growing”**



An early computer – The ‘Bombe’ at Bletchley Park – 1943

GCSE computer science is a challenging course. It is a demanding subject requiring thought and commitment over the whole 2 years of the course. Prospective students will need to show an aptitude for programming through their progress during Year 9 computer science lessons and should have a genuine interest in the subject.

The course has been designed to get students working with real-world programming and provides a good understanding of the fundamental principles of computing. The programming project provides an opportunity for students to apply the knowledge and skills gained through the course to solve a problem.

The course also contains some advanced mathematical concepts including an understanding of the use of number bases, e.g. binary and hexadecimal notation. Students will need to be able to understand the concepts behind binary arithmetic and base number conversions, and to manipulate and link various programming concepts such as flowcharts, data types, variable manipulation, program flow control, functions, procedures and error handling.

# Computer Science

## Course details

Candidates who are not strong in mathematics are advised to consider carefully whether this type of course is best suited to them as they may find it difficult to access high grades in such a conceptual subject.

## Course summary

### Paper 1 – Computational thinking and problem solving

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

1. Fundamentals of algorithms
2. Programming

Written exam set in practically based scenarios:

2 hours  
90 marks  
50% of GCSE

### Paper 2 – Computing Concepts

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge of:

1. Fundamentals of data representation
2. Computer systems
3. Fundamentals of computer networks
4. Fundamentals of cyber security
5. Relational databases and structured query language (SQL)
6. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Written exam:

1 hour 45 minutes  
90 marks  
50% of GCSE

# Dance

## Course details

<b>Syllabus Title:</b>	Dance
<b>Examination Board:</b>	AQA
<b>Syllabus Number:</b>	8236

## Course objectives

Create dance, using a number of different starting points including movement material and aural setting, to communicate choreographic intention. This will involve researching professional dance works and choreographers as well as other subjects such as art, history & English literature.

- Perform dance, reflecting choreographic intention through physical, technical and expressive skills.
- Demonstrate knowledge and understanding of choreographic processes and performing skills.
- At least six professional dance pieces will be studied in depth. You will critically appreciate these works as well as your own work, though making analytical, interpretive & evaluative judgements.
- There will be opportunities to take part in public performances throughout the course.
- Trips to the theatre in order to watch live dance performances will be organised when the opportunity arises.

## Assessment

### Component 1: Performance & Choreography (60%)

- 1a) Solo performance – two set phrases – approx. 1 minute long
- 1b) Duet/Trio performance – remaining two set phrases – maximum 5 minutes long
- 2) Solo or group choreography (solo 2-2.5mins / group 3-3.5mins using 2-5 dancers)

### Component 2: Dance Appreciation (40%)

Written paper - 1 hr 30 mins – 3 sections

- Choreographic processes and performance skills.
- Critical appreciation of your own work.
- Critical appreciation of professional works.

# Dance

## Homework

Regular practical tasks requiring lunchtime or after school rehearsals.

Theory work set in accordance with school homework policy and regularly marked to provide feedback to students. Half termly practical assessments will also provide feedback on student understanding and recall in preparation for the dance examination.

After school rehearsal sessions once per week during Year 11 from October half term. Catch up sessions during the Easter break in Year 11.

# 3D Design

## Course Details

<b>Syllabus Title:</b>	3D Design
<b>Examination Board:</b>	AQA
<b>Syllabus Number:</b>	(8205/C & 8205/X)

## Subject Content

Students will learn through practical experience and in-depth studies of research sources to inform their creative ideas. These are then developed through sketching, model making, computer aided design (CAD) and manufacture (CAM) and experimentation with materials, processes and techniques to develop test pieces, that once refined, lead to the creation of a final practical outcome.

## Assessment

### **Unit 1 Personal portfolio and made product - internally set (60%) 96 marks**

The students design portfolio and made product will be a design based study that can be defined as practice that involves developing a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters.

The themes are selected and developed by the design department. Ideas are explored through a range of 2D and 3D processes.

### **Unit 2 Externally set exam (40%) 96 marks**

- Preparatory activities including research, design, development, practical experimentation and final design of a 3D Product.
- Practical exam where students make their 3D product.

The preparatory activities support the main piece of work in the practical exam. The practical exam must be carried out in a period not exceeding 10 hrs.

## Homework

This will be set for candidates to develop their design portfolios as preparation for the assessed coursework. It is important for candidates to be well organised and hardworking in both in class and independent study. They must use a wide variety of visual communication techniques and media to create exciting homework. Students must be curious about design history, current and emerging product design, and be motivated to visit relevant exhibitions throughout the course.

## 3D Design

### Assessment objectives

The four Assessment Objectives are:

- Develop ideas through investigations, demonstrating critical understanding of sources. This includes visiting Design and Art galleries and museums.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding visual language.

# Drama

## Course details

<b>Syllabus Title:</b>	Drama
<b>Examination Board:</b>	OCR

You will be interested in this course because you enjoy:

- Expressing yourself in an active and exciting way
- Creating your own drama work
- Working as part of a team
- Exploring plays written by other people
- Watching and evaluating the work of others

You will develop the ability to work successfully as an individual and part of a team, using your practical, creative and critical skills.

## Course content

**UNIT 1:** (30 % of your GCSE marks: teacher assessed and moderated by exam board)

### Devising Drama

- You can choose to be assessed on either acting or design (lighting, sound).
- You will collaborate with a group to create a new and original piece of devised theatre in response to a stimulus.
- You will create a written or verbal portfolio which will analyse and evaluate the development of your performance or design and provide supporting evidence of the development of your work in rehearsal.

**UNIT 2:** (30% of your GCSE marks: assessed by a visiting examiner)

### Presenting and Performing Texts

- You can choose to be assessed on either acting or design (lighting, sound).
- Students participate in a performance consisting of two key extracts from two scripted texts.

**UNIT 3:** (A written exam that will count for 40% of your GCSE marks)

### Section A: Bringing Texts to Life

- You will answer a series of questions on your set text: Blood Brothers.
- The set text will be explored practically from the point of view of performer, director and designer with written homework tasks in preparation for the examination.

### Section B: A written response to a live performance

- This section of the written examination will ask you to analyse and evaluate a live theatre performance that you have seen. This must be a different production from the set text.

# English Language and Literature

## Course details

<b>Syllabus Title:</b>	English Language
<b>Examination Board:</b>	AQA
<b>Syllabus Number:</b>	8700
<b>Syllabus Title:</b>	English Literature
<b>Examination Board:</b>	AQA
<b>Syllabus Number:</b>	8702

## English Language and Literature

English in Years 10 and 11 is taught as an integrated course of language and literature, leading to examination entry in both areas (i.e. two separate GCSE certificates). English is taught in a range of ability groups: some are mixed ability and some are set for different levels of challenge and support. These groups are set at the beginning of Year 10, but may be subject to change during the course.

Over the two years, pupils will study a complete Shakespeare play, poetry from the literary tradition and modern age, a 19th century novel, a modern play or novel, as well as become familiar with the varieties of non-fiction texts. Literature texts are chosen from a set list, and teachers usually wait until they know who they will be teaching before making decisions about the texts they intend to teach. Where possible, students attend performances of the plays they study.

In order to succeed in both language and literature, students will need to show proficiency in all aspects of personal writing, develop sound comprehension skills, and respond imaginatively and critically to aspects and contexts of literature.

## Assessment

### English Language Examination

Two papers are set:

Language Paper 1: questions based on an unseen extract (fiction) and a creative writing task. (50% of the grade; 1h45)

Language Paper 2: questions based on two unseen extracts (non-fiction: one from the 19th century and one from the 20th/21st century) and a non-fiction writing task. (50% of the grade; 1h45)

### English Literature Examination

Two papers are set:

Paper 1: Shakespeare and the 19th century novel: 40%

Paper 2: Modern texts and poetry: 60%

# English Language and Literature

## Homework

Students will do two types of homework on a continuous basis:

1. Wider reading is essential to support the range of skills taught in both language and literature. Students are expected to read fiction and non-fiction of an appropriate level at home.
2. In preparation for their mini exam-style assessment, students will revise texts and topics at home. They will be encouraged to use a variety of revision techniques and to accumulate a range of revision tools that they will need in order to prepare for their GCSE examinations.

## Speaking and Listening

Speaking and listening will be assessed through endorsement, and a greater emphasis will be placed on teaching students to become more confident in formal speaking. The Spoken Language Endorsement is graded as either Pass, Merit or Distinction.

# Food Preparation and Nutrition

## Course details

<b>Syllabus Title:</b>	Food Preparation and Nutrition
<b>Examination Board:</b>	EDUQAS
<b>Qualification Accreditation Number:</b>	601/8093/6

## Assessment

Assessment: 50% Written Exam + 50% Controlled Assessment

### Unit 1: Principles of Food Preparation and Nutrition (50%)

Written Paper: 1 hour 45 minutes

One paper, which will be externally set and marked, targeted at the full range of GCSE grades. The paper will consist of two sections both containing compulsory questions and will assess all SIX areas of the specification.

Section A - questions based on stimulus material

Section B - structured, short and extended response questions to assess content related to good preparation and nutrition.

### Unit 2: Food Preparation and Nutrition in Action-both tasks have to be completed in Year 11

Internally assessed and externally moderated  
50% of total course

- (i) Task 1: **FOOD INVESTIGATION ASSESSMENT** (15%)
- (ii) One task, selected from a choice of two tasks set by Eduqas

E.g. Investigate the working characteristics and the functional and chemical properties where appropriate, of the different ingredients needed to achieve perfect shortcrust pastry.

Duration: 8 hours to commence in the first half of the Autumn Term in Year 11. A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

- (ii) Task 2: **FOOD PREPARATION ASSESSMENT** (35%)

Prepare, cook and present three dishes in 3 hours which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

One task, to be chosen from a choice of two tasks set by Eduqas.

# Food Preparation and Nutrition

## Assessment

E.g. A local restaurant is holding an international week. Research, prepare and cook 3 dishes that could be served on a themed menu to promote the cuisine of a specific country or region.

Duration: 12 hours to commence after the completion of NEA 1 including one 3 hour practical session.

## Theory course content

Candidates will have a combination of theory and practical lessons throughout the course. The following topics and aspects of food preparation and nutrition will be covered:

**FOOD COMMODITIES** e.g. Value and uses of bread, flour, fruit, vegetables, meat etc.

**FOOD SPOILAGE** e.g. preparing and storing food safely and food poisoning.

**FOOD, NUTRITION AND HEALTH** e.g. Macro- and micro-nutrients and nutritional needs.

**THE SCIENCE OF FOOD** e.g. the effects of cooking on food and heat transfer.

**WHERE FOOD COMES FROM** e.g. food provenance, food waste and packaging.

**FACTORS AFFECTING FOOD CHOICE** e.g. cultural, religious and moral food choices.

**COOKING AND FOOD PREPARATION** e.g. preparation and cooking skills and techniques, and developing recipes.

## Homework

One piece of homework will be set each week. Initially the homework will focus on preparing for/evaluating their practical work and consolidating the theory work. Towards the end of the course, homework will be geared towards preparing for the theory exam by using past paper questions.

## Note

Food preparation and nutrition combines well with biology and chemistry and GCSE P.E.

# Geography

## Course details

<b>Syllabus Title:</b>	Geography
<b>Examination Board:</b>	AQA
<b>Syllabus Number:</b>	8035

## Is this the right course for you?

In order to answer this question, ask yourself what you enjoy most about studying Geography.

If you want to:

- Learn about and understand the world we live in, the issues it faces and your place within it
- Develop skills that will help in other subjects and in employment, such as IT, interpretation of maps, graphs and data, together with investigative skills (planning and completing fieldwork)
- Complete practical work away from the classroom
- Learn about how to work in a team with other students
- Learn through investigating, not just through listening and reading

... then this might be the right GCSE course for you.

## Assessment

The course consists of 3 components:

1. Living with the physical environment (35% of GCSE marks)
2. Challenges in the human environment (35% of GCSE marks)
3. Geographical applications (30% of GCSE marks)

Geography students undertake two fieldtrip days staffed by us. This is an essential and mandatory element of the course and those opting for GCSE geography must be committed to attending the fieldtrips. Students will complete a section on Paper 3: Geographical applications, on fieldwork. Dates for this fieldtrip will be confirmed, but it is likely to take place in the summer of Year 10.

### **Component 1: Living with the physical environment**

This will provide sound understanding of the physical environment including tectonic and weather hazards, climate change, ecosystems: encompassing tropical rainforests and hot deserts. We will also study physical landscapes in the UK incorporating coasts and rivers.

### **Component 2: Challenges in the human environment**

This will examine key contemporary urban issues and challenges, urban change in the UK including sustainable urban development and changes in the UK economy. We will also study the changing economic world including a focus on the development gap and the country of Nigeria as an emerging economy. A final section will look at resource management with a specific study on energy management.

### **Component 3: Geographical Applications (issue evaluation, fieldwork & geographical skills)**

This unit includes a critical thinking and problem-solving task based on a current issue. A resource booklet will be published 12 weeks before the exam to help students become familiar with the issue evaluation theme and resources. The fieldwork enquiry will also be tested in this exam, together with geographical skills. Geographical skills will be tested in all three exams, for example being able to interpret graphs and numerical and statistical data, all skills which make a good geographer!

All three of the examinations are 1 hour and 30 minutes in length. They include multiple choice questions, short-open, open response and extended writing questions.

This specification maintains a strong emphasis on transferable skills, to enable students to respond with confidence to the demands of undergraduate study and the world of work. These include problem-solving, IT literacy, communication and collaborative problem solving.

### **What can I do after I have completed the course?**

In addition to giving an appropriate grounding for study at A Level, Geography really is an education for life. Employers and universities value the broad range of transferable skills that geography delivers. It fits neatly with science, arts and humanities. Geographers also tend to have good ICT skills. A GCSE in geography is an excellent preparation for a career in planning, resource and countryside management, tourism and recreation and environmental management and development. Many geographers also move into general management careers or branch out into journalism, banking or publishing.

### **Next Steps**

Talk to your geography teachers about the GCSE course, and ascertain their opinions on your suitability for the subject. If you would like to know more about the issues and topics that modern geographers study, visit the following sources:

The National Geographic Magazine: [www.nationalgeographic.com/index.html](http://www.nationalgeographic.com/index.html)

BBC Bitesize: [www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize)

World Mapper: [www.worldmapper.org](http://www.worldmapper.org)

The Royal Geographical Society's Geography in the News website:

[www.geographyinthenews.rgs.org](http://www.geographyinthenews.rgs.org)

Enjoy the journey!

# History

## Course details

<b>Syllabus Title:</b>	History
<b>Examination Board:</b>	Edexcel
<b>Syllabus Number:</b>	9145

History isn't a subject that's stuck in the past. Historical events are what have shaped society worldwide into what it is today. This GCSE course has been designed to help you understand the value and significance of world events in the past.

## You will study

### **New Edexcel Specification GCSE (9-1)**

#### **Paper 1: Thematic study and historic environment**

Migrants in Britain, c800-present and Noting Hill, c1948-1970

**Written exam: 1 hour 20 mins 30% of the qualification**

#### **Paper 2: Period study and British depth study**

Early Elizabethan England, 1558-88

Superpower relations and the Cold War, 1941-91

**Written exam: 1 hour 50 mins 40% of the qualification**

#### **Paper 3: Modern depth study**

The USA, 1954-75: conflict at home and abroad

**Written exam: 1 hour 30 mins 30% of the qualification**

# Latin

## Course details

<b>Syllabus Title:</b>	Latin
<b>Examination Board:</b>	OCR
<b>Syllabus Number:</b>	J282

## Why should I study a GCSE in Latin?

This course will appeal to anyone who enjoys exploring an ancient culture through its language and literature.

Latin gives you the opportunity to study the language and literature of ancient Rome, reading the works of authors such as Virgil, Ovid, Cicero and Horace. You will experience at first hand elements of the culture, language and history of the Roman civilisation, which has inspired and influenced many later generations.

Latin is a highly respected academic discipline and is not only held in high regard among the leading universities but — due to having linguistic and literary as well as historical and philosophical components — also sits well alongside Arts and Science subjects alike.

## Assessment

### Language – 50%

The Language question paper has two sections. Passages are based around the topics of Myths and Roman history.

**Section A:** Candidates will be required to answer comprehension questions, derivations and will translate some short English sentences into the Latin. Section A is worth 30 marks.

**Section B:** Candidates will be required to answer comprehension questions and translate a passage of unseen prose. Section B is worth 70 marks.

### Prose Literature – 25%

A prose prescription of 110-120 lines of Latin literature is set from historians and orators such as Tacitus, Livy or Cicero. Recent passages have included writings by Cicero and tales from Apuleius about witchcraft.

### Verse Literature - 25%

Again, the prescription is 110-120 lines of Latin literature but for this paper this is set from the works of poets such as Virgil or Ovid. Recent passages have included a section of Virgil's Aeneid Book VI, the story of Aeneas' descent to the underworld, a key part in the most famous Roman epic. Candidates are required to answer comprehension questions, translate a section of the set text into English, answer questions focusing on literary style, characterisation, argument as appropriate to the set text studied and give an extended response.

# Mathematics

## Course details

<b>Syllabus Title:</b>	Mathematics
<b>Examination Board:</b>	EDEXCEL
<b>Syllabus Number:</b>	1MA1

GCSE mathematics covers a wide range of basic mathematical knowledge and skills grouped into five areas.

- Number
- Algebra
- Ratio, Proportion and rates of change.
- Geometry and measures
- Statistics and probability

During Year 10 and 11 pupils will build on the work covered during Key Stage 3. Pupils will be expected to:

- Use and apply standard techniques, recalling facts and formulae, and using them in multi stage problems.
- Reason, interpret and communicate mathematically by presenting reasoned, logical proofs and drawing conclusions.
- Solve problems in various mathematical and other contexts.

The more significant changes to the specification in recent years are that many topics which were formerly only in the Higher tier are now part of the foundation tier. Such topics include trigonometry, quadratic expressions and their graphs, simultaneous equations, direct proportion, surface area and volume of spheres, pyramids and cones, surds, vectors.

The course content has been extended at the higher level to include further trigonometry, the use of Venn diagrams in probability, and practical uses of gradients and the area under graphs. There will be greater emphasis on problem solving, multistage problems in a variety of contexts, which draw on mathematics from different areas of the specification.

## Assessment

There is no coursework for mathematics.

Three written papers, each of duration 1½ hours, are taken at the end of the course. The papers will be of equal difficulty and there will be a mixture of short and longer questions which are drawn from all parts of the Specification. There will be an emphasis on problem solving, where pupils will be required to select an appropriate method and perform multi stage calculations. A scientific calculator will be required for the second and third paper but not for the first paper. The papers are taken at one of two levels: Higher or foundation.

At higher level grades 4 - 9 are available.  
At foundation level grades 1 - 5 available.

# Statistics

## Course details

<b>Syllabus Title:</b>	Statistics
<b>Examination Board:</b>	EDEXCEL
<b>Syllabus Number:</b>	GCSE (9 - 1) in Statistics (1ST0) Foundation or Higher

We want you to question the facts, and the way that they are presented to you. We want you to understand that data can give you a clear or blurry insight into the affairs of the world depending on your approach.

You will learn how to collect, process and present data in a useful way. Most importantly, you will learn how to interpret the results in context. If you enjoy mathematics and want to broaden your skills in Statistics then this course is for you.

Both tiers support GCSE mathematics.

The higher tier will give an excellent grounding for the Statistics element of A-level mathematics. This course will support any A-level subject requiring analysis of information, namely the sciences. If you are interested in journalism, politics or psychology, it will help you to interpret or prepare charts to relay information to others.

## Topics include

Foundation Level	Higher Level
<ul style="list-style-type: none"><li>• Probability</li><li>• Pie Charts</li><li>• Stem &amp; Leaf Diagrams</li><li>• Population Pyramids</li><li>• Choropleth Maps</li><li>• Cumulative Frequency</li></ul>	<ul style="list-style-type: none"><li>• Moving Averages</li><li>• Spearman's Rank</li><li>• Standard Deviation</li><li>• Capture Recapture</li><li>• Comparative Pie Charts</li><li>• The Normal Distribution</li></ul>

## Assessment

- **Paper 1 and Paper 2 are equal in time, weighting and assessment objectives.**
- **Written examination, 1hr 30mins 50% of the qualification (80 marks).**
- **Both papers focus on the same content and assessment objectives.**

Range of content assessment overview:

1. The collection of data.
2. Processing, representing and analysing data.
3. Probability.

The papers contain short, medium and extended response questions. Questions cover statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle. Calculators may be used in both examinations.

# Modern Foreign Languages

## Course details

<b>Syllabus Title:</b>	Modern Foreign Languages
<b>Examination Board:</b>	EDEXCEL (international GCSE)
<b>Syllabus Numbers:</b>	French: 4FR0 German: 4GN0 Spanish: 4SP0

## Why should I study a GCSE in a foreign language?

Nowadays languages are increasingly important and employment opportunities in Europe and around the world are a real possibility; your career prospects might require knowledge and command of other European languages. Furthermore, and especially if you are thinking of continuing your studies after your GCSEs and A levels, both colleges and universities regard an International GCSE qualification in Modern Languages very favourably. For some universities it is even a requirement.

If you enjoy communicating with other people, finding out how languages work and learning about different cultures; studying an International GCSE in one or more foreign languages is the choice for you!

Studying foreign languages will also teach you some very valuable skills that you can put to use in the future either in college, at university or in your professional career; such as the ability to communicate clearly, being a confident public speaker, thinking on your feet and solving problems. All these skills may give you the edge over other candidates.

At L.O.G.S., students sit the international G.C.S.E. qualification with EDEXCEL, which prepares them to be very competent linguists by the time they finish the course.

## How will I be assessed?

You will be assessed on the four skills of listening, speaking, reading and writing and every skill is worth 25%.

Students sit all exam papers at the end of Year 11 and all papers are assessed externally.

All topics are being studied in the context of the target language countries.

## Listening, Reading and Writing

These 3 skills will be assessed by exam papers.

In the listening test you will answer questions on recorded material from different topic areas. Some material will be formal and some more informal.

# Modern Foreign Languages

## Listening, Reading and Writing

In the reading and writing test, you will answer questions about short texts on different topics, for example text messages, advertisements and emails. You will also be expected to produce open responses of extended length following written stimuli. And complete a fill in the gaps grammar question.

## Speaking

Students are assessed through a series of three consecutive tasks, including a picture-based discussion and general conversations on two topics, in which they are required to convey their understanding of spoken French, German or Spanish:

The exams will be carried out by their language teacher and assessed externally by EDEXCEL.

## Themes

Questions across all four linguistic skills (listening, reading, speaking and writing) are organised into five themes:

- A. Home and abroad
- B. Education and Employment
- C. Personal life and relationships
- D. The world around us
- E. Social Activities, fitness and health

# Music

## Course details

<b>Syllabus Title:</b>	Music
<b>Examination Board:</b>	EDEXCEL
<b>Syllabus Number:</b>	1MU0

Students will engage creatively and critically with a wide range of music, developing musical knowledge, understanding and skills. They will learn the place of music in different cultural, musical and historical contexts. The course is divided into the three key areas of performing, composing and appraising.

## Course content

### Performing (30%)

Students will record two performances; one solo and one ensemble piece of at least 4 minutes combined duration. Any instrument or voice in any style or genre is permissible. Minimum grade 4 ABRSM (or equivalent) at the start of year 10 is expected. Performances at grade 5 and above will attract the highest available marks. The performances will be recorded during year 11 and they are assessed internally and moderated externally. Throughout the course pupils will be expected to participate weekly in at least one school ensemble and to perform solos at school concerts.

### Composition (30%)

Two compositions; one free composition and one composition to a set brief (from a choice of four) connected to the set works. At least 3 minutes combined duration required. Sibelius notation software, handwritten notation and live recordings will be used. The compositions are coursework and will be completed throughout both years. They are assessed internally and moderated externally towards the end of Year 11.

### Appraising (40%)

There are four areas of study, each containing two set works which will be studied throughout years 10 and 11. Musical elements, musical contexts and musical language in a variety of styles and genres are all studied through the set works:

#### Instrumental Music 1700-1820

J.S. Bach: 3rd Mvt Brandenburg Concerto No.5 in D major

L. van Beethoven: 1st Mvt Piano Sonata no.8 in C minor 'Pathetique'

#### Vocal Music

H. Purcell: Music for a While

Queen: Killer Queen

# Music

## Course content

### Music for Stage and Screen

S. Schwartz: Defying Gravity (from Wicked)

J. Williams: Main title/ rebel blockade runner (from Star Wars Episode IV: A New Hope)

### Fusions

Afro Celt Sound System: Release

Esperanza Spalding: Samba Em Preludio

Listening and appraising skills will be assessed in an examination at the end of year 11 lasting 1 hour 45 minutes. Students will study a range of pieces beyond the set works in order to understand wider contexts. They will also be presented with unfamiliar music in the examination, which will require strong aural as well as written skills.

## Homework

Homework will be based on the set works, music theory and composition. Weekly instrumental/ singing practice is expected as directed by pupils' individual teachers.

# Physical Education

## Course details

<b>Syllabus Title:</b>	Physical Education
<b>Examination Board:</b>	OCR
<b>Syllabus Number:</b>	J587

## Why should I study GCSE PE?

There are two main components to the course – practical (40%) and theory (60%); therefore, candidates should be interested in the theoretical aspects of sport, as well as being committed to improving their own practical performances. It is strongly advised that students who choose GCSE PE have an established record of playing sport and are competing in at least one sport, either in or out of school; they must also have the desire to continue to participate in physical activity throughout the duration of the course. Additional participation in more than one sport would benefit students thinking of taking GCSE PE.

## Assessment

Component	Weighting	Content Overview
Physical Factors Affecting Performance <b>(01)</b>	30%	<ul style="list-style-type: none"><li>- Applied anatomy and physiology</li><li>- Physical training.</li></ul> <b>60 marks: 1 hour written paper</b>
Socio-cultural Issues and Sports Psychology <b>(02)</b>	30%	<ul style="list-style-type: none"><li>- Socio-cultural influences</li><li>- Sports psychology</li><li>- Health, fitness and well-being.</li></ul> <b>60 marks: 1 hour written paper</b>
Practical Performances <b>(04)</b>	30%	Students are assessed in performing three practical activities (each sport is worth 20 marks): <ul style="list-style-type: none"><li>- <b>one</b> 'individual' sport</li><li>- <b>one</b> 'team' sport</li><li>- <b>one</b> 'other' sport (team or individual)</li></ul> <b>60 marks: Non-exam assessment</b>
Analysis and Evaluation of Performance <b>(05)</b>	10%	Students are required to demonstrate their ability to analyse and evaluate their own or a peer's practical performance to produce an action plan for improvement. <b>20 marks: Non-exam assessment</b>

To find a list of all the sports that are accepted for the practical performance (04) element of the course, please follow this link:

<https://www.ocr.org.uk/Images/234827-gcse-guide-to-non-exam-assessment.pdf>

# Religious Studies

## Course details

<b>Syllabus Title:</b>	Religious Studies
<b>Examination Board:</b>	AQA
<b>Syllabus Number:</b>	8062
<b>Syllabus A:</b>	GCSE Religious Studies

Religious Studies is a popular and successful subject at Lewes Old Grammar School. The department offers the opportunity to study a GCSE course which combines a study of two major world religions plus four units based on philosophical and ethical themes. Students certainly do not have to be religious, indeed a variety of backgrounds enhance the dynamics of group debate. However, students do need to be interested in exploring religions and be open to reflecting objectively on issues.

## Method of Assessment

The scheme of assessment is by exam only. Two exams, each lasting 1 hour 45 minutes, are sat at the end of year 11.

- One exam consists of answering questions about Christian and Islamic beliefs and practices. The exam has a common structure of two five-part questions of 1, 2, 4, 5 and 12 mark questions.
- The second exam consists of answering questions on four thematic units. This will require knowledge of religious and humanist views on a range of topics. Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

## What will you study?

### Christianity

#### **Beliefs and teachings**

Including: the nature of God; views on creation; judgement and the afterlife; incarnation, crucifixion, resurrection of Jesus as the Son of God; sin and salvation, Christ and atonement.

#### **Practices**

Including: differing forms of worship; sacraments such as baptism and Eucharist; pilgrimage; Christmas and Easter; the role of the church in the local community; mission, evangelism and church growth; reconciliation and persecution.

# Religious Studies

## What will you study

### Islam

#### **Beliefs and teachings**

Including: the oneness of Allah (Tawhid); the nature of Allah; Angels, including Jibril and Mika'il; Predestination (al-Qads); life after death (Akhirah); Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad; holy books; the imamate in Shi'a Islam.

#### **Practices**

Including: Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam; Shahadah (declaration of faith); Salah and its significance; Sawm: the role and significance of fasting during the month of Ramadan; Zakah (charity); Hajj (pilgrimage); lesser and greater jihad; the festivals of Id-ul-Adha, Id-ul-Fitr and Ashura.

### Thematic Study A: Relationships and families

#### **Sex, marriage and divorce**

Including: heterosexual and homosexual relationships; sexual relationships before and outside of marriage; contraception and family planning; the nature and purpose of marriage; same-sex marriage and cohabitation; divorce, including reasons for divorce, and remarrying.

#### **Families and gender equality**

Including: the nature and role of families; procreation; stability and the protection of children; educating children in a faith; same-sex parents and polygamy; the roles of men and women; gender equality and discrimination.

### Thematic Study B: Religion and life

#### **The origins and value of the universe**

Including: different religious teachings about the origins of the universe; the Big Bang theory and religious views; religious teachings about stewardship, dominion, responsibility, awe and wonder; the use and abuse of the environment; the use and abuse of animals, including animal experimentation and the use of animals for food.

#### **The origins and value of human life**

Including: religious teachings, beliefs and attitudes about the origins of human life; the relationship between scientific views, such as evolution, and religious views; the concepts of sanctity of life and the quality of life; abortion, euthanasia, death and the afterlife.

# Religious Studies

## What will you study

### Thematic Study D: Religion, peace and conflict

#### **Religion, violence, terrorism and war**

Including: Religious teachings about peace, justice, forgiveness and reconciliation; violent protest and terrorism; reasons for war including greed, self-defence and retaliation; the just war theory; holy war; pacifism.

#### **Religion and belief in 21st century conflict**

Including: Religion as a cause of war and violence; nuclear weapons and the use of weapons of mass destruction; religion and peace-making; religious responses to the victims of war.

### Thematic Study E: Religion, crime and punishment

#### **Religion, crime and the causes of crime**

Including: Good and evil intentions and actions; reasons for crime (poverty, upbringing, mental illness, addiction, greed and hate, unjust laws); views about lawbreakers; views about different types of crime, including hate crimes, theft and murder.

#### **Religion and punishment**

Including: The aims of punishment (retribution, deterrence, reformation); the treatment of criminals (prison, corporal punishment, community service); forgiveness; the death penalty; ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life

## What skills will you develop?

- Knowledge and understanding of religion in contemporary society
- Skills of analysis and evaluation
- Critical thinking
- Communication, discussion and debate
- Structuring a coherent argument
- Philosophical and ethical theories
- Reflection and personal judgement
- Empathy
- Cultural and religious awareness
- Developing one's own sense of morality

# Science

## Biology, Chemistry, Physics

<b>Examination board</b>	AQA
<b>Biology Syllabus Number</b>	8461
<b>Chemistry Syllabus Number</b>	8462
<b>Physics Syllabus Number</b>	8463

Science attempts to explain the world in which we live. It provides technologies that have had a great impact on our society and the environment. Scientists try to explain phenomena and solve problems using evidence. The data to be used as evidence must be reliable and valid, as only then can appropriate conclusions be made. A scientifically literate citizen should, amongst other things, be equipped to question, and engage in debate on, the evidence used in decision-making. The reliability of evidence refers to how much we trust the data. The validity of the evidence depends on the reproducibility of the data, as well as whether the research answers the question. If the data is not reproducible then the research cannot be valid.

The aims of all the science courses offered at LOGS are to encourage students to:

- develop their interest in, and enthusiasm for their chosen science subject(s)
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how the individual science subjects work and their essential role in society;
- acquire scientific skills, knowledge and understanding necessary for progression to further learning.

All our courses include the following ideas put together under the heading:

Thinking scientifically (This will be emphasized in all practical work and investigations and will be tested in the two written papers.

The thinking behind the doing.

Fundamental ideas.

Observation as a stimulus to investigation.

Designing an investigation.

Making measurements.

Presenting data.

Using data to draw conclusions and evaluate quality of evidence.

Societal aspects of scientific evidence.

Limitations of scientific evidence.

# Science

## Method of assessment

The following method of assessment applies to biology, chemistry, physics.

GCSE	
Unit 1	
Written paper 1 hr 45	50%
Unit 2	
Written paper 1 hr 45	50%

These are new specifications. The papers are tiered, with Foundation Tier being aimed at levels 1-5 and Higher Tier being aimed at levels 6-9. Most students at LOGS will take higher level assessments.

All the written papers have to be taken in May/June.

# Biology

## Course details

<b>Syllabus Title:</b>	Biology
<b>Examination Board:</b>	AQA
<b>Syllabus Number:</b>	8461

Biology GCSE offers students:

- A firm foundation to go on to study A-level biology.
- Develop a critical approach to scientific evidence and methods.
- The opportunity to gain a good understanding across a broad range of rich and relevant topics in human biology, other living organisms, evolution and the environment.
- Each year we offer students an option of taking a class focusing on biology at Foundation Level. This is suitable for students who wish to study less content, or feel that they wish to focus primarily on other subject areas. Students can attain a good pass at GCSE, grade 5, and if they make more progress can still elect to take biology at a higher tier. Please contact The Head of Faculty, M.Ferguson, fergusonm@logs.uk.com, if you would like to take this option or be interested in discussing this option further.

## Paper 1: Topics 1- 4

1. Cell biology: cell structure and transport, cell division.
2. Organisation: digestive and circulatory systems.
3. Infection and response: infectious diseases, immune system and non-infectious diseases.
4. Bioenergetics: energy transfer in organisms including photosynthesis and respiration

## Paper 2: Topics 5-7

5. Homeostasis and response: nervous and endocrine systems.
6. Inheritance, variation and evolution: reproduction, genetics and natural selection.
7. Ecology: adaption, interdependence, competition, biodiversity and ecosystems.

# Chemistry

## Course details

<b>Syllabus Title:</b>	Chemistry
<b>Examination Board:</b>	AQA
<b>Syllabus Number:</b>	8462

Chemistry GCSE offers students the opportunity:

- To develop a firm foundation to study chemistry and other sciences at A-level and beyond.
- To develop a critical approach of scientific evidence and methods.
- To gain a good understanding of the nature of substances and how they react together, how chemistry is used in business and industry and how our use of fuels and raw materials can affect our environment.

There are 10 topic areas to be covered over the two years. We have made a start on some of the content in year 9.

### Paper 1: Topics 1-5

1. Atomic structure
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes

### Paper 2: Topics 6-10

6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using Resources

# Physics

## Course details

<b>Syllabus Title:</b>	Physics
<b>Examination Board:</b>	AQA
<b>Syllabus Number:</b>	8463

GCSE physics offers students the opportunity:

- To develop a firm foundation to go on to study physics at A-level and beyond.
- To provide a good background for other sciences and mathematics and Engineering.
- To gain a good understanding of use and transfer of energy, waves radiation and space together with a look at some of the applications of Physics in our lives today.

The subject has been divided into 8 study topics:

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and Electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics

Topic areas 2, 4, 6 and 7 are assessed in Paper 1 and 1, 3, 5 and 8 are assessed in Paper 2.



613  
TYNE  
HOUSE

ST. CLAIR  
HOUSE

ST. CLAIR HOUSE

ST. CLAIR HOUSE

Lewes Old Grammar School  
140 High Street  
Lewes  
BN7 1XS

01273472634

[office@logs.uk.com](mailto:office@logs.uk.com)

 Lewes Old Grammar School

 Lewes Old Grammar School

 lewes\_old\_grammar\_school

 LOGS\_Lewes

[www.logs.uk.com](http://www.logs.uk.com)