



Leighton Park
School

GCSE Courses

2011 – 2013

Leighton Park School, Shinfield Road, Reading, RG2 7ED
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Leighton Park School

At Leighton Park we are pleased to offer a wide range of GCSE courses from which all pupils should be able to make a suitable selection. With excellent facilities available in particular for ICT and the sciences, and regular development taking place elsewhere, we are in a strong position to guide you through your GCSE years. One of the school's great attributes is the care it extends through its tutors to all its pupils, and you will find that in these years ahead of coursework, trial exams, deadlines and, eventually, A-level or International Baccalaureate choices, we are well prepared to help you get it right.

This brochure is the beginning of this, your first step in getting it right. It is not the end, however, nor can it portray all the opportunities Leighton Park affords in sport, leisure, recreation, music, drama, hobbies, activities and, perhaps most importantly, the spiritual values we seek to impart drawn from The Religious Society of Friends (The Quakers).

So read on, talk to your present teachers about what you should do, about what you are best at, and what you need to do for the kind of career which may already be in your thoughts. We want you to get it right.

Nigel Williams
Deputy Head, Academic

Peter Bulteel
Head of Middle School

FOR ALL YEAR 9 PUPILS

This booklet describes the GCSE courses and arrangements for this coming September. It provides details of all the GCSE courses we offer for 2011 – 2013, and a choice form.

GCSE – AN INTRODUCTION

The General Certificate of Secondary Education (GCSE) is the nationally recognised qualification which pupils in England, Wales and Northern Ireland work towards during Years 10 and 11. GCSEs can be taken in a wide range of subjects, which are set and marked by the Examination Boards, which provide a choice of options and syllabuses within each subject.

GRADES AND TIERS OF ENTRY

The current GCSE grades range from A* to G. Some subjects (indicated in the following pages) have exam papers grade as Foundation or Higher Tier. Higher Tier papers enable a grade of A* to be achieved, but have a 'cut-off' point of around grade D. Foundation Tier papers allow grades usually up to B and then use the full range of grades after that. There is no need to decide at this stage which Tier you will be working towards.

For some pupils the Foundation Tier is appropriate and can give you a very satisfactory result, though not normally one which provides a firm basis for AS Level in that subject or related ones. Your teachers will advise you during the course which is the more appropriate level of entry for you, and a certain decision will have to be made before we send off the subject entries to the Examination boards in February 2013.

In order to enable you to study to your very best level a few subjects use sets grouped by aptitude. Higher Tier papers are available for nearly everyone, regardless of the set they are in, and there is considerable fluidity between sets. More about this is explained during the various meetings held before options are decided.

EXAMINATIONS AND COURSEWORK

Most GCSE subjects are assessed using a combination of coursework or controlled assessments, which you will complete at regular intervals during the course, and an examination at the end of the course. Coursework and controlled assessments, therefore, play a very important part in GCSE. It requires steady, consistent effort over the two years, and not just a period of intensive revision at the end. You will need to learn to plan your work, and to keep to deadlines. Failure to complete work on time often leads to a poorer grade.

In some subjects the course can consist of up to 60% coursework or controlled assessment. Very careful thought and consultation should take place before embarking on more than two such subjects because of the degree of organisation and individual work required to achieve the level of attainment necessary to obtain a very good grade.

You will receive a summary of dates of controlled assessment and coursework completion, general coursework guidelines and specific subject coursework guidelines early in Year 10.

There is an Appeals Procedure for you to use if you feel that there has been a problem with the organisation of the coursework or controlled assessment. Copies of all the information will be available from the School Reception.

CHOOSING YOUR GCSE SUBJECTS

At Leighton Park we offer a wide range of two-year courses. These are made up of Core Subjects, which all pupils study, and Optional Subjects, from which you should select five. This will enable you to take at least nine GCSE examination subjects. One of your Optional Subjects must be a science.

CORE SUBJECTS (taken by all)

	<u>Notes</u>
English	
English Literature	
French	Spanish, German or Mandarin may be available to able linguists as their single language
Mathematics	
Beliefs and Values	Leading to GCSE in Religious Studies
[P.E. and Games]	
[PSE]	

FULL LIST OF OPTIONAL SUBJECTS: *You MUST choose at least ONE science*

Art
Biology
Chemistry
Design Technology
Drama
Geography
German
History
Information Technology
Latin
Mandarin
Music
Physics
Physical Education
Spanish
Textile Design

We would like you to select FIVE optional subjects and ONE reserve from this list. The reserve subject is very important, because, whilst we make every effort to enable you to study the subjects you wish, in a very few cases this may not be possible.

Please make sure you read carefully the information about GCSE science courses on the following page.

FURTHER CONSIDERATIONS – AS and A2 LEVELS, THE INTERNATIONAL BACCALAUREATE AND BEYOND

As well as your own preferences there are some further considerations to bear in mind when you are choosing your options. Certain AS Level courses, and universities, will require you to have passed at grade C or higher particular GCSEs before you can be accepted on the course.

Remember that AS Levels are the one-year qualification which precedes the A2 Level a year later. Together these courses become A Levels. Conditions for entry to the AS Level are;

- Those who wish to take biology to AS level must take chemistry at GCSE as well.
- If you are considering two sciences to AS level, you must take all three sciences at GCSE (this is in order to satisfy certain university requirements at a later stage).
- If you wish to study maths later to AS Level, or eventually to pursue a university course in which maths is important, then entry at the Higher Tier will be essential. Your level of entry will be decided during the GCSE course.
 - To study two modern foreign languages you will need to have shown particular linguistic ability and interest in Year 9.
 - The IBDP encourages a broader approach to study. More details are available from the IBDP information booklet available from Karen Gracie-Langrick, the IB Co-ordinator.

You should not be satisfied with a grade C in any subject which you hope to continue to AS level at Leighton Park. **We expect at least a grade B in a subject before it can be studied at AS Level, or for the IBDP.** Some AS Level subjects do not require particular GCSEs but do expect a range of higher grades at GCSE.

An introduction to GCSE science courses

At Leighton Park we offer all three traditional sciences (physics, chemistry and biology) to GCSE. We believe these courses offer the best possible introduction to the eventual study of sciences at A Level. You may choose to do one, two or all three of these courses but you would be unwise to choose just one without considering the effect on your future career choice. If you are considering a career related to medicine you will need to follow through all three sciences to GCSE on the Higher Tier. If you decide to choose two sciences at GCSE chemistry should be one of them.

Please discuss your science options with your science teachers before you make your choice.

**Core Subject: Beliefs and Values
Leading to GCSE Religious Studies**

**Exam Board: AQA
Syllabus Code: B4055**

The Religious Studies GCSE Course at Leighton Park follows the AQA Religious Studies Specification B *Ethics, Philosophy and Religion in Society* (Code 4055). The full specification can be found at:

<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4055-W-SP-10.PDF>

The subject is by examination only. There are two units, each of which can stand alone as a Short Course (Code 4056), although we expect the vast majority of our students to follow the Full Course (Code 4057).

The first unit, studied in Year 10, is unit 4 *Religious Philosophy and Ultimate Questions*. There are six topics – the existence of God, revelation, the problem of evil and suffering, immortality, miracles and science and religion and students will be expected to answer questions on four topics in the examination, which takes place at the end of Year 10 (summer 2012).

The second unit, studied in Year 11, is Unit 2, Religion and Life issues. There are six moral topics – animal rights, planet earth, prejudice, early life (abortion), war and peace and young people. Students will be expected to answer questions on four topics in the examination, which takes place at the end of Year 11 (summer 2013).

The course encourages the development of theological and philosophical thinking. Students will be examined in their knowledge and understanding of the issues covered and their ability to evaluate. Much of the lessons involve discussion and debate and a good level of independent learning will be expected. For contemporary moral issues, students are expected to keep up to date with developments in thought and opinion, as well as having a clear understanding of differing viewpoints, particularly those from religious perspectives.

Shazia Taj, Head of Religious Studies.

Core Subject: English

Exam Board: OCR

Syllabus Code: English J350

English Language J355

English Literature J360

There are **two** ways that the subject is offered:

- Firstly, as a single subject **English**. This course counts for **ONE GCSE**. Pupils who find studying language and analysing texts difficult will be advised to follow this course.
- Secondly, by studying both the **English Language** and **English Literature** courses as a combined unit. These courses are worth **TWO GCSEs**. Both subjects have to be studied.

It is **NOT** possible to combine the single **English** course with the **English Literature** course

Assessment methods in English and English Language and English Literature

External examinations

- Controlled conditions: in class teacher supervision lasting between 2-8 hours

Areas of Study:

English

- **Reading Literary Texts:** study and response to works of drama, poetry and prose; **controlled assessment.**
- **Imaginative writing: controlled assessment.**
- **Speaking and Listening:** three different scenarios; **controlled assessment.**
- **Information and Ideas:** understanding and evaluating works of non-fiction and media and writing in a range of forms and for different purposes; **examination.**

English Language

- **Extended Literary Text:** response to a work of drama, prose or poetry; **controlled assessment.**
- **Imaginative writing:** two responses in different styles; **controlled assessment.**
- **Speaking and Listening:** three different scenarios; **controlled assessment.**
- **Spoken Language:** a written response to studying the use of spoken language; **controlled assessment.**
- **Information and Ideas:** Understanding and evaluating works of non-fiction and media and writing in a range of forms for different purposes; **examination.**

English Literature

- **Literary Heritage:** study and response to a Shakespeare text and performance; a response to two poems; **controlled assessment.**
- **Modern Drama:** study and response to one play; **examination.**
- **Prose from Different Cultures:** study of one text; **examination.**
- **Literary Heritage Prose and Contemporary Poetry:** study one text from literary heritage prose fiction and response to a poem written by a contemporary poet; **examination.**

It is important that pupils realise that work undertaken in class is only a start. A key to success in English is wide reading: fiction, non-fiction, newspapers and magazines. When you watch television or listen to the radio try to be analytical, listen to ideas and form opinions. English is concerned with language and ideas and the more confident you feel about engaging with these elements the more successful you will be in the subject.

Jeremy Radburn, Head of English

Core Subject: French

Exam Board: OCR
Syllabus Code: J730

We use the OCR syllabus for French, code J730, which has two tiers of entry.

You should study French because it is the language of our nearest European neighbour, and a major international language in its own right. Within the two years leading up to GCSE you will have the opportunity to widen your knowledge of vocabulary and grammar which will increase your fluency and confidence in using this foreign language. You will also gain a greater insight into the French culture and way of life.

We will practise the four skills of listening, speaking, reading and writing through a variety of methods, such as work in the multimedia language laboratory, group -work, pair-work, studying texts, and writing postcards, letters and short essays.

The GCSE combines controlled assessment of speaking and writing skills, worth 60% of the total GCSE, with external assessments of the listening and reading skills, worth 40% of the total GCSE.

The topics covered are a mixture of the new and the old. We return to some topics covered earlier on in books to expand vocabulary and give more structural flexibility. These topics include:

Home and local area
Health and sport
Leisure and entertainment
Travel and the wider world
Education and work

We will be using the fourth part of the Expo course in conjunction with a variety of other material to be used in the multimedia laboratory.

At the end of the course you will be equipped to deal with a variety of situations which you are likely to come across when you visit France and meet the French themselves and may even consider studying French at A Level standard.

Remember that you must study at least one modern foreign language. We recommend that our best linguists choose two modern languages and study German, Mandarin or Spanish as their core subject and French as an option. It will be possible to study German, Mandarin or Spanish only, provided you are working at a sufficiently high standard.

Françoise Wilson, Head of Languages

Core subject: Mathematics

Exam Board: AQA
Syllabus Code: 4360

The AQA course, syllabus B, code 4307, is followed at Leighton Park. They offer two tiers of entry, and most pupils here take the Higher tier, leading to grades A* to D. A few may take the Foundation tier, which leads to grades C to G. Final decisions on the appropriate tier of entry are usually made after the trial examinations in Year 11. It should be noted that scores which do not reach the required minimum grade level for the tier of entry result in an unclassified grade.

The aims of the course are:

- to build confidence and perseverance
- to develop mathematical knowledge, practical skills and a grasp of underlying principles
- to apply mathematics by solving problems which simulate the real world
- to develop the ability to reason logically, to classify, to generate and to prove
- to form a foundation for the study of mathematics and other related subjects
- to develop the ability to communicate logically and concisely
- to learn the importance of rigour and precision in mathematics

During this course you will have opportunities to work independently and in groups. You will learn through a wide range of experiences, including explanation, demonstration, investigation, forming and testing hypotheses, and practical work.

The course comprises of three modules, one examination will be taken in November of Year 10, one in the June of Year 10 and the final synoptic examination in June of Year 11.

Bridget Evans, Head of Mathematics

Option: Art and Design

Exam Board: AQA
Syllabus Code: 4201 - 4206

By responding to, and using materials from, the society and culture in which it finds itself, the Art and Design course should extend your understanding of the role of art and design in society. The study of art and design is thus an educational experience which is applicable to everyday life. Here we follow the AQA GCSE syllabus, offering a variety of options within it. The department offers the following specialist courses:

Fine Art:	painting and drawing, sculpture, printmaking, land art, installation
Graphic Communication:	illustration, advertising, package design, digital media
Textile Design:	fashion, printed, construction, embellished
Three-Dimensional Design:	ceramics, interior, product and architectural design
Photography:	portraiture, landscape, still life, documentary - 35mm or digital format
Art and Design:	Any combination of the above endorsements. (Usually the most popular)

The Art and Design course demands a high degree of personal involvement and commitment. Throughout the two years you will consider ways in which you prefer to work. The course will provide an opportunity to experience a range of content from which an appropriate individual course of study will be 'negotiated' within an ongoing portfolio.

Unit 1: Portfolio of Work

60% of the total marks

The portfolio of work is selected from work undertaken during the course of study, which takes place throughout Year 10 and the autumn term of Year 11. The portfolio will include more than one extended collection of work or project which demonstrates an ability to sustain work from a project brief, through the research and investigation stages to a final realisation.

Unit 2: Externally-Set Task

40% of the total marks

The externally set task is an assessment set by AQA. Question papers are issued to candidates from the beginning of January in the year of the exam. Pupils then respond to their chosen starting point to produce a personal response. Preparation time is unlimited and a 10 hour period of sustained focused study will take place at the end of the spring term.

Trips and Visits

Local and London based gallery/museum visits take place at various points during the course and usually include a 3 day visit to the galleries and museums of Paris in the Autumn term of Year 11.

Link to AQA GCSE Art & Design Specification below:

<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4200-W-SP.PDF>

Simon Williams, Head of Art and Design

Option: Textile Design

**Exam Board: AQA
GCSE 4204**

Here at Leighton Park School we follow the Textile Design endorsement which is a part of the AQA Art & Design syllabus.

In textile design you will be introduced to a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies. You will also be encouraged to explore relevant images, artefacts and resources relating to textiles from the past and from recent times, including multicultural examples. Your response to these examples will be shown through practical and critical activities which will demonstrate your understanding of different styles, genres and traditions. The drawing and recording of your ideas and research in sketchbooks and journals is an essential part of your investigation and portfolio.

You will be required to work in one or more disciplines of textile design and show a high degree of personal involvement and commitment. Practical areas of study are listed below:

- **Fashion and/or costume**
- **Printed and/or dyed materials**
- **Constructed and/or applied textiles**
- **Constructed and/or stitched and/or embellished textiles.**

Unit 1: Portfolio of Work - 60% of the total marks

The portfolio of work is selected from work undertaken during the course of study, which takes place throughout Year 10 and the autumn term of Year 11. The portfolio will include more than one extended collection of work or project which demonstrates an ability to sustain work from a project brief, through the research and investigation stages to a final realisation.

Unit 2: Externally Set Task - 40% of the total marks

The externally set task is an assessment set by AQA. Question papers are issued to candidates from the beginning of January in the year of the exam. Pupils then respond to their chosen starting point to produce a personal response. Preparation time is unlimited and a 10 hour period of sustained focused study will take place at the end of the spring term.

Trips and Visits:

Local and London based gallery/museum visits take place at various points during the course and usually includes a 3 day visit to the galleries and museums of Paris in the Autumn Term of Year 11.

Link to AQA GCSE Art & Design Specification, Textile Design endorsement below:

<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4200-W-SP.PDF>

Simon Williams, Head of Art

Option: Biology

Exam Board: OCR Gateway (Biology B)
Syllabus Code: J643

The content of this course is interesting and wide-ranging and it covers the following major areas:

Module B1	Understanding ourselves – body systems, drugs and DNA
Module B2	Understanding our environment – ecology, photosynthesis and adaptation
Module B3	Living and growing – mitosis, growth, cells and reproduction
Module B4	It's a green world – plant transport, farming and recycling
Module B5	The living body – lifestyle, medical advances and genetics
Module B6	Beyond the microscope – brewing, baking, disease and decay.

The specification content is presented as six modules; within each module there are eight topics (a total of 48 topics). The first three modules are examined as a single unit in January of Year 11 and the final three modules are examined at the end of Year 11.

Teacher Assessment (33.3% of the total GCSE) consists of three areas: A Research Study, a Data Task and Practical Skills. All aspects are carried out under direct supervision in class.

Throughout the course we encourage students to adopt a scientific approach to the subject and we teach as much of the content as possible, where time allows through the medium of practical work. Although this specification is content heavy, we endeavour to derive as much of the material as possible from first principles, placing the emphasis on underlying concepts.

Helen Taylor, Head of Biology

Option: Chemistry

Exam Board: OCR
Syllabus Code: J644

We are following the OCR Gateway Chemistry syllabus. This consists of six modules split into two units. The two units are worth one third of the marks each and the final third is teacher assessed practical work and student research.

The key content of the syllabus includes:

- Carbon Chemistry – Food, Polymers and Fuels
- Rocks and Metals – Paints, Construction Materials, Metal Extraction and Rates of Reaction
- The Periodic Table – Atomic Structure, Bonding and Patterns of Reactivity
- Chemical Economics – Nanochemistry, Detergents, Water Purification, Ammonia and Fertilisers
- Reacting Quantities – Moles, Electrolysis, Titration, Analysis, Gas Volumes, Equilibria, Acids and Ionic Equations
- Using Chemistry – Fuel Cells, Redox, Alcohols, Sodium Chloride, Ozone Layer Depletion, Hard Water, Natural Fats and Oils and Analgesics

The material covered follows on from work done at Key Stage 3 to provide you with an interesting, useful and challenging course. The “Periodic Table” topic covers much of the basic theory you need to support the rest of the course. This has already been introduced in Year 9 and will be reviewed and reinforced during the two years of your GCSE Chemistry course.

You may wish to study Chemistry at GCSE for any of the following reasons:

- You have enjoyed the subject in Year 9 and want to continue your study of the subject
- You want to include Chemistry as part of a broad range of GCSE courses, leaving your options open for AS and A2 level
- You want to study Chemistry at AS or A2 level
- You want to study a scientific, medical or engineering based degree course (Chemistry is essential for a variety of courses including medicine, veterinary medicine, dentistry and pharmacy)

At Leighton Park you will study Chemistry in well-equipped custom-built laboratories. Like the other science GCSE courses, you will be assessed on your practical and research skills at various stages in the course.

Please talk to one of the Chemistry teachers if you have any further questions.

Jon Emerson, Head of Chemistry

**Option: Design and Technology:
Resistant Materials Technology**

**Exam Board: Edexcel
Syllabus Code: 5RM02**

The course enables students to develop and demonstrate their design and technological capability through combining skills with knowledge and understanding in the design and making of quality products approximately half the lessons are used for classroom based design and theory work.

Pupils are expected to attend after school workshop sessions and a few Saturday mornings during the Easter term.

The course includes:

- Product design and market influence including the wider effects of design and technology on society
- Classification and selection of materials and components
- Preparing, processing and finishing materials and components
- Manufacturing of commercial products

Through design and make activities the students are able to acquire skills in:

- Design development
- Communication
- Production planning
- Making using woods, metals, plastics and ready made components
- Product evaluation

The GCSE consists of a single design and make coursework project (60%) undertaken in Year 11 and a 1½ hour terminal examination (40%).

Richard Lade, Head of Design Technology

Option: Drama

Exam Board: AQA
Syllabus Code: 4242

We expect our students to be committed and enthusiastic. All the practical coursework elements involve creative co-operation with other members of the group and participation in after-school rehearsals. The course is intensive and stimulating. Theatre visits are a required element and some additional expense will be incurred. It is not necessary to be an actor to enjoy and benefit from drama GCSE.

Coursework (60%)

The preparation and presentation of two practical works

Candidates are required to prepare and present work for two controlled assessment options. The controlled assessment options are:

- Devised Thematic Work
- Acting
- Improvisation
- Theatre in Education
- Set Design
- Costume
- Lighting
- Sound

You will be marked both for your involvement in the preparation of the work and for your contribution to the final presentation.

Written Paper (40%)

A 1 hour and 30 minutes written paper.

The written paper comprises three sections:

Section A - Practical work completed during the course.

Section B - Study and performance of a scripted play.

Section C – Study of a live theatre production seen.

Candidates must answer **Question 1 from Section A** and choose **one** further question from **either** Section B **or** Section C.

Geraint Thomas, Head of Drama and Theatre Studies

Option: Geography ('A' Specification)

Exam Board: AQA
Syllabus Code: 4302

In GCSE Geography students will study **human and physical geography** modules, building on the work studied at key stage 3. **Geography in the 21st century** is a subject which explicitly engages with the relationship of human populations with their physical environment at a variety of scales from the local environment to a global level. Students will also develop a variety of **geographical skills** which will broaden subject knowledge and enhance an enquiry learning approach, providing an excellent foundation for those students who intend to continue to study Geography to a higher level.

AQA Geography A specification allows the opportunity to develop communication skills, graphical and cartographical skills, technological skills, interpersonal skills (through debate and discussion), as well as literacy, numeracy and problem solving skills. GCSE Geography also allows the learning of entrepreneurial skills and an awareness of career possibilities, allowing the opportunity for personalised and independent learning. In short, Geography GCSE provides students with a clear overall view of the world in the first part of the 21st century.

To enhance student learning, teachers use modern topical examples to ensure that the subject remains relevant to the dynamic and ever changing geography of the world, as well as providing a thorough understanding of the processes that operate within physical and human geography. We also aim to provide an enjoyment for learning about geography and this is the key to our success.

The GCSE specification has 3 units that will be completed over the two year course:

UNIT 1 – PHYSICAL GEOGRAPHY

Modules studied:

- The restless earth
- Water on the land
- The Coastal zone

Assessment:

External written paper. 1 hour 30 minutes (75 marks) taken in the summer term of Year 11. 37.5% of the GCSE.

UNIT 2 – HUMAN GEOGRAPHY

Modules studied:

- Population change
- Changing urban environments
- The development gap

Assessment:

External written paper. 1 hour 30 minutes (75 marks) taken in the summer term of Year 11. 37.5% of the GCSE.

UNIT 3 – LOCAL FIELDWORK INVESTIGATION

This unit is a research project which consists of a piece of local fieldwork (an urban study or a river study) where primary and secondary data are collected by the student.

Assessment:

Controlled Assessment Task. 20 hours (60 marks) completed in the autumn term of Year 11. 25% of the GCSE.

More information (specification and specimen papers) are available online at www.aqa.org.uk or please contact Caroline Kirby (Head of Geography) at Leighton Park School.

Caroline Kirby, Head of Geography

Option: German

Exam Board: OCR
Syllabus Code: J731

Much of what is written earlier about the French course applies to the study of the German language. We follow syllabus J731 of the OCR Board. There are two tiers of entry.

German is an essential language within the European Community. Its literature and history have profoundly influenced European and world philosophies and events. It is becoming increasingly important to be competent in more than one foreign language and we would like to encourage you, if you are a good linguist, to study two foreign languages at GCSE as it will improve your prospects for University entry and future employment.

Within the two years leading up to GCSE you will have the opportunity to widen your knowledge of vocabulary and grammar which will increase your fluency and confidence in the use of this foreign language. You will also gain a greater insight into German culture and way of life.

We will practise the four skills of listening, speaking, reading and writing through a variety of methods, such as the language laboratory, audiovisual recordings, pair-work, studying texts, and writing postcards, letters and short essays. The GCSE combines controlled assessment of speaking and writing skills, worth 60% of the total GCSE, with external assessments of the listening and reading skills, worth 40% of the total GCSE.

We will use the textbook Klasse 3 in conjunction with a variety of support material and will cover the following topics:

- Home and local area
- Health and sport
- Leisure and entertainment
- Travel and the wider world
- Education and work

In Year 10 you will have the opportunity to take part in the exchange programme set up with a school in Hamburg. The visit to Germany will be of great benefit to your progress and will boost your confidence.

At the end of the course you will be equipped to deal with a variety of situations which you are likely to come across when you visit Germany or other German-speaking countries and meet German-speakers for yourself and may even consider studying German at A-Level standard!

Remember, you must choose at least ONE modern language. You may choose German, Mandarin or Spanish as your core language, provided you have reached a high standard in either of these two languages. You can then study French as an option.

Françoise Wilson, Head of Modern Languages

Option: History

Exam Board: OCR
Syllabus Code: 1937C

History helps us to understand the world in which we live today. History interprets the past and tries to explain the forces, thoughts and events which have shaped society. The Modern World course, which we follow, concentrates on the Twentieth Century and looks at a variety of questions and problems concerning the dramatic and far reaching events of this era.

Paper 1: (Core Topic)

The Cold War: 1945-75

- Why did the USA-USSR alliance begin to break down in 1945?
- How had the USSR gained control of Eastern Europe by 1948?
- How did the USA react to Soviet expansionism?
- Who was to blame for the start of the Cold War, the USA or the USSR?
- Who won the Cuban Missile Crisis?
- Why did the USA fail in Vietnam?

(In-depth Theme)

The USA 1919-41

- The campaign against alcohol (Prohibition)
- Corruption and Gangsters
- The changing role of women
- The rise of Hollywood and the impact of the film industry
- Boom and Bust - Economics in the USA
- The Wall Street Crash
- Roosevelt and the New Deal

Paper 2:

British Depth Study

How was British society changed, 1890-1918?

- Liberal Reforms
- Women's Suffrage campaign
- British Home front in World War One

Coursework

The coursework is a 'controlled assessment' which students will complete under supervision in class time. Students will be taught and answer an exam board set question. The coursework is worth 25% of the total mark for History GCSE.

History in particular combines the development of key decision making, analytical and conceptual skills as well as encouraging cultural awareness. A variety of approaches is used to achieve these, including debates, historical trials and topic based texts in addition to considerable use of audios, videos and computer software to tap the extensive media footage available.

Richard Griffiths, Head of History

Option: ICT European Computer Driving Licence

Exam Board: BCS
Syllabus Code: ECDL

At Leighton Park we offer the ECDL as the ICT option to our GCSE pupils. The ECDL is a skills based certificated course incorporating a broad range of software applications and equips pupils with the software skills to use ICT as a tool in their wider studies and beyond.

The ECDL is widely recognised by employers and education establishments and is run by the British Computer Society in the UK. It aims to enable pupils to become competent in the use of computer applications.

The modules that make up the ECDL are:

1. IT User Fundamentals
2. Security for IT Users
3. Word processing
4. Spreadsheets
5. Presentation Software
6. Using Email and the Internet
7. Improving Productivity Using IT

The final unit presents a problem to the pupils and they are required to solve it using their skills built up from studying the other modules

The course promotes and encourages independent study and pupils can work at a pace that matches their ability. To support this, pupils will be entered for the modules as they complete each section of study, allowing the candidates to see their progress and success.

The school achieved accredited status from the BCS in July 2007 and has gained an A grade in accreditation assessments since then.

We anticipate that some pupils will be successful before the end of their two years of GCSE study; these candidates will be given the opportunity to follow the ECDL advanced option in Word Processing and/or Presentation Software. This requires the pupils to work at A-level standard but does not, unfortunately, offer any UCAS points at this time.

As the ECDL Advanced is still a skills based course it sits well as preparation for those who wish to study ICT at A-level as well as those who do not as the skills gained will be widely applicable whatever course of study pupils choose at A-level.

<http://www.bcs.org/category/14424>. We follow ECDL Essentials and ECDL Extra

Angela Rigby, Head of ICT

Option: Latin

Exam Board: OCR
Syllabus Code: J281

Following the Year 9 course, you will now be able to continue studying Latin to GCSE level. We use the OCR syllabus for Latin, code J281, which has two tiers of entry.

The course

This is a modern course, using the influential and impressive Cambridge Latin course. The course covers three areas:

- Written language - Translation from Latin into English
Sentence construction and grammar
Understanding how the language works
- Texts - One or two short texts by classical authors are studied, both in Latin and in English
- Roman civilisation - the Roman world, principally in the first century AD, especially Britain and Egypt

There will be no controlled assessment. The final examination comprises four papers, which consist of:

- questions in English about the literature text studied
- questions in English on short, unseen Latin passages
- questions on Roman civilisation
- some translation from Latin into English

The OCR syllabus is designed for the Cambridge Latin course, and provides valuable opportunities to study online, and to use specific software and audio recordings.

Why should you study it?

The Roman world is an essential background to European civilisation and languages. Its evidence is still everywhere around us, and its law and culture contain lessons for us all. Until recent years its terminology was still regularly used in law, science, medicine and the church. Any study of the past without Latin is necessarily incomplete.

Translating Latin is like solving a puzzle. You will need precision, concentration, and an eye for detail. It teaches you to think and helps you develop skills needed in a wide range of subjects and careers.

Latin encourages you to make instructive comparisons with other European languages, speeding up the learning process and furthering enjoyment of any Romance language which you may later wish to study. Latin also provides a very useful background if you go on to study medicine, biology, law or history.

Last, but not least, a GCSE in Latin (provided you obtain a decent grade) will make your CV more attractive to universities and employers, who value the subject for its intellectual rigour.

Françoise Wilson, Head of Languages

Option: Mandarin

Exam Board: Edexcel
Syllabus Code: 2CN01

For Mandarin, the Edexcel specification 2CN01 is followed. This new Edexcel GCSE Mandarin specification is available for certification in 2011.

If you have studied Mandarin before, you will already know a lot of the vocabulary you will need for GCSE. You will build on this knowledge during the two years of the GCSE course and move on to new topics.

Taking GCSE Mandarin will add an extra dimension to your CV and will put you in a stronger position to obtain employment in a company with international links.

You will practise the four skills of listening, speaking, reading and writing in a formal or an informal context using the dedicated Edexcel published resources and the multimedia language laboratory.

You will cover the following topics:

- Out and about (weather, accommodation, transport, local amenities, visitor information and directions)
- Customer service and transactions (restaurants, shops and dealing with problems)
- Personal information (general interests, leisure activities, family and friends and lifestyle.
- Future plans, education and work (the internet, job adverts, job applications, school, work and work experience)

The GCSE combines controlled assessment of speaking and writing skills worth 60% of the total GCSE with external assessments for the listening and reading skills worth 40% of the total GCSE.

At the end of the course you will be equipped to deal with a variety of situations which you are likely to come across when you visit China.

Remember, you must choose at least ONE modern language. You may choose German, Mandarin or Spanish as your core language, provided you have reached a high standard in either of these two languages. You can then study French as an option.

Françoise Wilson, Head of Languages

Option: Music

Exam Board: Edexcel

Is this the right subject for me?

If you enjoy performing music in your own time and are learning an instrument, having singing lessons or enjoy creating music on computers or in a recording studio, then this is a good subject to choose! If you would like to create music of your own, then composing will give you the opportunity. If you want to broaden your knowledge of all types of music, including classical, popular and world, then this exciting course will give you an appreciation of the diversity of musical styles that exist today!

What will I learn?

You will learn how to improve your performing skills and through your work in composing you will gain an insight into how music is constructed from initial ideas through to the finished product. You will also learn how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

How will I be assessed?

- Performing: you will need to play one solo piece and one ensemble piece.
- Composing: you will need to compose two pieces.
- The listening and appraising component is assessed through a 90-minute written paper with questions on your prescribed set works.
- You will be asked to, for example: 'Name the instrument playing the solo.' 'Give two musical reasons why you like or dislike this piece of music.' 'What style is this piece of music written in?'

What do I need to know, or be able to do, before taking this course?

You have already gained many of the basic skills needed for this course in your music lessons over the last three years.

- You have been introduced to creating music of your own in class and this is developed on the GCSE course as you choose two topics for composition. For example, this could be a popular song and a dance track, a classical piece or some world music. There is a wide choice and it can be tailored to your own musical interests and strengths.
- You have already listened to a variety of music in class and these skills are developed as you study some set pieces taken from the classical, 20th century, popular and world music Areas of Study.
- You enjoy making music, either as a soloist or in a group. The GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you must be able to offer just one instrument/or voice or you can specialize using Music Technology.

What can I do after I've completed the course?

If you enjoyed the GCSE Music course then you can consider pursuing this subject at AS and A2 Level. Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law. In addition, you might wish to study A Level Music Technology.

About this specification

The main features of the GCSE in Music:

- it is flexible and encourages the use of a diversity of approaches and experiences;
- it offers a broad range of Areas of Study;
- it allows the use of music technology in performance and as a compositional tool;
- it is good preparation for further musical study and provides a foundation for Advanced Subsidiary and Advanced GCE in Music and Music Technology;
- it encourages students to evaluate their own and others' music;
- it encourages students to become effective and independent learners and critical and reflective thinkers.

Key aims

GCSE in Music helps to:

- encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study;
- develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation;
- enable students to engage actively in the study of music;

- develop musical skills and interests, including the ability to make music individually and in groups;
- enable students to understand and appreciate a range of different kinds of music.

Unit 1: Performing Music (30%)

Overview of content

- One solo performance
- One ensemble performance

Overview of assessment

Recordings of both solo and ensemble performances (on CD/MD/MP3) • Scores, professional recordings or written commentary (for Realisation) for both performances

Unit 2: Composing Music (30%)

Overview of content

- Two compositions, or
- Two arrangements, or
- One composition and one arrangement.

Overview of assessment

Recordings of both compositions/arrangements
Notated scores or written commentaries for both compositions/arrangements.

Unit 3: Music – Listening and Appraising (40%)

Overview of content

Knowledge and study of set works in the Areas of Study

Overview of assessment

- A 90 minute written paper;
- All questions relate to the set works;
- Section A: eight compulsory questions in response to extracts from the set works that will be played on a CD during the examination;
- Section B: one question from two optional questions on the set works, requiring extended writing.

The Areas of Study and the Set Works:

Area of Study 1	Area of Study 2	Area of Study 3	Area of Study 4
Western classical music 1600 - 1899	Music in the 20th century	Popular music in context	World Music
Set Works			
<i>G F Handel</i> : Chorus: And The Glory of The Lord from Messiah	<i>A Schoenberg</i> : Peripetie from Five Orchestral Pieces, Op 16	<i>M Davis</i> : All Blues from the album Kind of Blue	<i>Capercaillie</i> : Chuir M' Athair Mise Dhan Taign Charraideach (Skye Waulking Song)
<i>W A Mozart</i> : 1st Movement from Symphony No 40 in G minor	<i>L Bernstein</i> : something's Coming from West Side Story	<i>J Buckley</i> : Grace from the album Grace	<i>Rag Desh</i> : A Shankar: Rag Desh; Dhandhada: Rag Desh; Wertheimer and Gorn: Rag Desh
<i>F Chopin</i> : Prelude No 15 in D Flat major, Op. 28	<i>S Reich</i> : 3rd Movement (fast) from Electric Counterpoint	<i>Moby</i> : Why Does My Heart Feel So Bad? From the album Play	<i>Koko</i> : Yiri

Rosemary Scales, Director of Music

Option: Physical Education

Exam Board: AQA

Why choose PE?

The course provides students with exciting opportunities to lead healthy and active life styles by choosing from a variety of roles and activities in which to participate in physical activity.

Question Paper - 40%

The paper will be a mixture of multiple choice questions, structured questions and extended written answer questions set in response to a pre-released scenario.

Practical Section - 60%

Students can choose from a variety of sports and be assessed as player/performers; organisers; leader/coach, choreographer or official.

Course content

Theory

A Students should develop knowledge and understanding of:

- 1) The importance of physical activity.
- 2) Individual differences in people according to the following factors:
 - Age
 - Disability
 - Gender
 - Physique
 - Environment
 - Risk and Challenge
 - Activity levels
 - Training
- 3) The demands of performance (Fatigue/Stress)
 - Personality/emotions
 - Tension/anxiety
 - Aggression
 - Motivation/arousal
 - Boredom/tedium
 - Feedback/criticism
- 4) The demands of performance.
 - Inquiry-precautions
 - Correct techniques/safe practice
 - Clothing/equipment
 - Rules/codes
- 5) The difference between aerobic and anaerobic exercise
 - Aerobic respiration
 - Anaerobic respiration
 - Function and role of circulation system.
 - Oxygen debt
- 6) Characteristics and benefits of leisure and recreation. How leisure and recreation contribute to a balanced, healthy lifestyle.

B Linking physical activities with diet, work and rest for personal health.

1) Health, fitness and a healthy active lifestyle.

2) The concept of 'Fitness'

- Strength-dynamic, explosive, static
- Speed
- Power
- Cardiovascular endurance/stamina
- Muscular endurance/stamina
- Flexibility
- Agility
- Balance
- Co-ordination
- Reaction time
- Timing

3) Training

- Weight training
- Circuit training
- Interval training
- Continuous training

4) Aspects of training

- Principles of training
- Threshold
- Specificity
- Progression
- Overload
- Reversibility
- Repetition/ sets
- Training Zones
- Rest/recovery

C Making informed decisions about getting involved in lifetime of healthy physical activities.

- National Curriculum requirements
- Healthy Schools programme and P.S.H.E

1) Emotional Health and Wellbeing

2) Cultural and Social Factors

3) International and other factors

- Media
- Sponsorship
- Competitions

Peter Bulteel, Games

Option: Spanish

Exam Board: OCR
Syllabus Code: J732

We use the OCR syllabus for Spanish, code J732, which has two tiers of entry.

Students who have studied Spanish for at least one year and who have made good progress during this time are encouraged to opt for this subject as a core language or as an additional language if they also wish to study French. Students will be expected to follow an express course to reach the level required by the OCR board in the time available. There are two levels of entry offered, foundation and higher, but the course is primarily aimed at students wishing to sit the higher tier (A* - D GCSE).

We will practise the four skills of listening, speaking, reading and writing through a variety of methods, such as work in the multimedia language laboratory, group-work, pair-work, studying texts, and writing postcards, letters and short essays.

The GCSE combines controlled assessment of speaking and writing skills, worth 60% of the total GCSE, with external assessments of the listening and reading skills, worth 40% of the total GCSE.

The course book used is *Mira!*, which covers the syllabus requirements with an interesting and effective approach. Activities range from simple yes/no listening exercises to extracting more information from a demanding text at the very highest level. There is plenty of opportunity for speaking practice with a partner or small group. Written activities encompass simple postcards to writing more formal letters in a business style. We shall have the use of the new multi-media language laboratory for a whole variety of activities once a week.

During Year 10, students are offered the chance to participate in a visit to a language school in Spain. Past experience has proved this to be a valuable way of gaining extra teaching whilst deepening student knowledge of the culture of one of the Spanish speaking countries. Pupils will find competence in the language of use not only when on holiday in Spain (now the UK's most popular holiday destination) but potentially in future dealings with this EU partner. Looking further afield, Spanish is one of the most widely spoken languages in the world so language skills here will have future application in many business and leisure dealings, particularly in the Americas.

Remember, you must choose at least ONE modern language. You may choose German, Mandarin or Spanish as your core language, provided you have reached a high standard in either of these two languages. You can then study French as an option.

Françoise Wilson, Head of Languages

English as a Second Language

We provide ESL lessons for overseas pupils and these are timetabled to take place in one of the option blocks and, if necessary, at other times by arrangement.

Our course aims to develop the ability to use English effectively for the purpose of practical communication within the school and outside. It supports work in other subjects by providing relevant language and study skills necessary for academic work in English. Our small groups give the opportunity to build confidence, particularly with spoken English. We broaden the knowledge of British culture and life outside school through a wide range of authentic materials, and visits to places of interest.

The four skills (speaking, listening, reading and writing) will be assessed throughout the course, and pupils are encouraged to sit the internationally recognised Cambridge examinations (Preliminary English Test, First Certificate in English and Cambridge Advanced Examination). Pupils are entered for the appropriate examination when they have reached the required level. All pupils are expected to reach at least FCE level by the end of Year 11. The ESL department will support pupils as they prepare for the GCSE in English and in some cases, overseas students will concentrate on the English Language paper only and spend more time improving their language skills.

Learning Resources

The Library offers a wide range of books and documents to support learning during the GCSE years. Students in Years 10 – 11 are entitled to borrow up to eight books at a time. Books can be requested for loan or ordered to buy at discounted prices through the Library. The Resources Room, which now contains six recently upgraded computers and a new photocopier for student use, is accessible throughout the day and during hobbies time for on-line research, word processing and more general use. The newly opened Senior Study Room is currently being developed for the exclusive use of students in Year 11–13. It houses six additional computers, daily newspapers and a selection of relevant journals, plus a steadily growing selection of study and revision guides and key texts. The Library subscribes to a number of online resources including Britannica online which can be accessed from the Library Room or the VLE

Careers

Our long-term goal is to prepare students for a place at an appropriate University or other place of Higher Education. It is important to make sure that your choices of exam courses for GCSE do not block off any important career options later on. Help is given at each important stage for this purpose.

In Year 10 students will do a week of work experience, and careers counselling continues. At this time you will be thinking about your Sixth Form options, whether to study A levels or the International Baccalaureate. Each Year 11 student is enrolled as a member of ISCO – the Independent Schools Careers Organisation; it will give careers advice until the age of 23. You will also sit the Morrisby tests, a series of psychometric tests revealing aptitude and work-based personality. A detailed report along side an individual interview with a careers adviser from ISCO all help towards making choices easier for you.

There are many sources of careers information available in the well stocked Careers Library which is in the Library complex. Here you will find books, computer packages, CD ROMs and videos suited to all age ranges, providing information for all career opportunities. Comprehensive selections of current university prospectuses are always available alongside UK Course Discover, a computer package for choosing Higher Education courses.

**GCSE CHOICES 2011 – 2013
CONSULTATION COPY ONLY**

NAME **TUTOR**

CORE

All students study Maths, English Literature, English Language and a language, normally French. Students also follow the GCSE Short Course in B+V, but you may opt to study for the full GCSE .

Modern Foreign Language

Please circle the modern language you intend to study as your main language.

This will be French for most students. If you wish to study two languages please include French as one of your option choices and circle the other language as your main language. Please remember that if you wish to study German, Mandarin or Spanish as your single language you must discuss this possibility with your Language teachers.

Language: **French** **Spanish** **German** **Mandarin**

OPTIONS

You must choose FIVE subjects, and nominate one reserve (R).
Make sure you choose **at least one** science.

Indicate your order of preference from 1 (most preferred) to 5, and R. It is hoped that everyone will get his/her preferred choices, but in the event of a difficulty, if a combination of choices seems too difficult, then your reserve choice will be used to replace your number 4 or 5 choice.

Art		History	
Biology		ICT	
Chemistry		Latin	
Design Technology		Mandarin	
Drama		Music	
French		Physics	
Geography		PE	
Textile Design			

**GCSE CHOICES 2011 – 2013
FINAL CHOICES**

NAME **TUTOR**

CORE

All students study Maths, English Literature, English Language and a language, normally French. Students also follow the GCSE Short Course in B+V, but you may opt to study for the full GCSE.

Modern Foreign Language

Please circle the modern language you intend to study as your main language.

This will be French for most students. If you wish to study two languages please include French as one of your option choices and circle the other language as your main language. Please remember that if you wish to study German, Mandarin or Spanish as your single language you must discuss this possibility with your Language teachers.

Language: **French** **Spanish** **German** **Mandarin**

OPTIONS

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Art		History	
Biology		ICT	
Chemistry		Latin	
Design Technology		Mandarin	
Drama		Music	
French		Physics	
Geography		PE	
Textile Design			

Date:

Parent/Guardian signature:

PLEASE RETURN THIS FORM TO NIGEL WILLIAMS BY 28TH MARCH 2011