

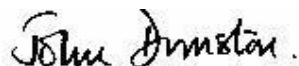
Leighton Park School



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, AS and A Level 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.



John Dunston
Head

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 2009 – 2011, 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 2010.

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, which you will complete at regular intervals during the course, and an examination at the end of the course. Coursework therefore plays 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. 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 coursework dates of 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. 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 or German 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
Music
Physics
Physical Education
Spanish

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 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.

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.** 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

The Religious Studies GCSE course at Leighton Park follows the OCR specification B. (Find it at www.ocr.org.uk and follow the links to Religious Studies B J621.)

The course looks at two areas, philosophy and ethics.

Philosophy asks the most fundamental questions about human existence:
Does god exist? What happens when we die? What does it mean to be?

Ethics is a study of what it means to be good. Are some ways of living better than others? How can we know? Are there such things as right and wrong?

It doesn't matter at all whether or not you believe in god.

Eight topics are studied:

Belief about deity
The end of life
Good and evil
Religion and science
Human relationships
Medical ethics
Peace and justice
Religion and the media

Each topic is studied against a range of beliefs, mostly Christian, but also Buddhist and Muslim. Within Christianity we look at Quakerism and at other denominations. The ways in which these religious traditions approach life become familiar, as do their sacred texts.

This course has three aims.

1. To understand your own beliefs and values.
2. To understand the beliefs and values of others.
3. To gain a GCSE with a good grade to go on your university application form.

Robert Hughes, Head of Religious Studies.

Core Subjects: English GCSE
English Literature GCSE

Please note that in your English classes, you will be preparing for TWO GCSEs. You will be studying the OCR syllabus for both.

Your English classes will prepare you for the two GCSEs. Some classes will be for English, some for English Literature, some will be for both.

English:

20% of your GCSE will consist of your Speaking and Listening performances. We will count your best three performances from Year 10 and Year 11. These must involve a speech, group work and a drama-related piece.

20% of your GCSE will consist of your coursework folder. We will take your best piece of creative work, your best pre-C20th poetry essay and your best essay on Shakespeare.

60% of your GCSE will consist of your exam work at the end of Year 11. The exam work will test your reading and then your writing as you write informing, analysing and then persuading.

English Literature:

30% of your GCSE will consist of your coursework folder. You will include three essays: your Shakespeare and your poetry essays from your English GCSE work will count for two, and you will include your best essay on a pre-C20th prose text.

70% of your GCSE will consist of your exam work at the end of Year 11. You will study a collection of C20th poems, a C20th prose text and a C20th drama text.

Although you will study all the skills needed for the exams in class, class work is only a minimum. Work done in class can only be an example. Remember: *You write what you read*. If you read challenging, literary material, your writing will adopt the same qualities.

If you wish to do well, you should be aware of what is happening in the world. Do you read and discuss what is in the newspapers? Try *The Week*. Do you go on cultural trips? Do you debate? Do you go to Agora meetings? What kind of television do you watch? Do you try hard in all of your other subjects? If so, you will be able to transfer all the information into your English work. Class work is only the beginning: the rest is up to you! Your teachers will always be ready to help and support your efforts and interest.

Jeremy Radburn, Head of English

Core Subject: French

We use the OCR syllabus for French, code 1525, 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 new multimedia language laboratory, group -work, pair-work, studying texts, and writing postcards, letters and short essays.

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:

- Family life
- House and home
- Geographical surroundings
- Health issues
- School and work
- The environment
- Travel and tourism
- Public services

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 or Spanish as their core subject and French as an option.

It will be possible to study German or Spanish only, provided you are working at a sufficiently high standard.

Françoise Wilson, Head of Languages

Core subject: Mathematics

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

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

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 includes a 3 day visit to the galleries of Paris in the Autumn Term of Year 11.

Simon Williams, Head of Art and Design

Option: Biology

The Biology Department offers a course which follows the GCSE OCR Gateway Science specification (Biology B) (Code J643). The course incorporates National Curriculum attainment targets for Science but as a specialist Biology course the content ranges widely and covers the following major areas:

- Human Health
- Food and Digestion
- Homeostasis
- Nervous System
- Genetics
- Ecology
- Evolution
- Transport
- Animal and Plant Growth
- Genetic Engineering
- Plant Physiology
- Circulation
- Breathing
- Microbiology

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 from first principles placing the emphasis on underlying concepts.

Helen Taylor, Head of Biology

Option: Chemistry

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

Examination Board: Edexcel

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

AQA – Drama 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

AQA GCSE GEOGRAPHY A Specification Full Course: 4032

AQA GCSE Geography A

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.

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.

The Geography GCSE specification has 3 units:

Unit 1: Physical Geography

Topic list:

SECTION A:

- The restless earth
- Rocks, resources and scenery
- Challenge of weather and climate
- Living world

SECTION B:

- Water on the land
- Ice on the land
- The Coastal zone

Assessment: external written paper.

Candidates answer 3 questions (one from section A, one from section B plus one other)

1 hour 30 minutes (75 marks) taken in May 2011 - 37.5% of GCSE

Unit 2: Human Geography

Topic list:

SECTION A:

- Population change
- Changing urban environments
- Changing rural environments

SECTION B:

- The development gap
- Globalisation
- Tourism

Assessment: external written paper.

Candidates answer 3 questions (one from section A, one from section B plus one other)

1 hour 30 minutes (75 marks) taken in May 2011 - 37.5% of GCSE

Unit 3: Local Fieldwork Investigation

This unit is a research project which consists of a piece of fieldwork where primary and secondary data are collected by the student.

Assessment: controlled classroom assessment 60 marks 25% of GCSE

Caroline Kirby, Head of Geography

Subject: German

Much of what is written earlier about the French course applies to the study of the German language. We follow syllabus 1526 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. There will be no coursework.

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

- Family life
- House and home
- Geographical surroundings
- Health issues
- School and work
- The environment
- Travel and tourism
- Public services

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 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, Modern Languages

Option: History

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.

The course is divided into the British Depth Study, Core topics and In-Depth themes. Examples of both are mentioned below:

The British Depth Study

This will look at a key area of British history in the twentieth century such as the Suffragette Movement, the attitudes to war and the origins of the Welfare State.

Core Topics

Either

- The Peace treaties after the First World War
- the attempts to maintain peace
- the rise of the dictators
- the causes of the Second World War

Or

- Cold War propaganda and the Super Powers.
- Increasing tension 1945 – 48
- Cuban missile crisis
- Vietnam

In-Depth Themes

This is currently the United States 1919-1941. For this theme we look in detail at:

- * 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
- * The Wall Street Crash.
- * Roosevelt and the New Deal

The coursework assessment consists of the best pieces of work produced over the two years on particular issues, for example the First World War or Nazi Germany. This will be a classroom controlled piece of work.

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

ICT Option European Computer Driving Licence (www.ecdl.com)

This will be the second year that we have offered the ECDL as the ICT option to our GCSE students. This first cohort is enjoying the practical emphasis of the course and the regular feedback that the modular examinations give the students. The ECDL is a skills based certificated course incorporating a broad range of software applications and equips students 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 students to become competent in the use of computer applications.

The seven modules that make up the ECDL are:

1. Basic concepts of IT
2. Using the computer and managing files
3. Word processing.
4. Spreadsheets
5. Database
6. Presentation
7. Information and Communication

Once students have achieved this qualification they will follow a course of study to take the final unit produced by the British Computer Society that makes the qualification into the equivalent of a GCSE. The ECDL is a widely recognised qualification that stands in its own right. Students would quote their number of GCSEs and then add the ECDL as a further qualification.

This final unit is called Using IT and requires the candidate to demonstrate knowledge and understanding of a series of theoretical elements such as legal issues associated with computing, health and safety and good practice. Additionally the candidate will be required to demonstrate their understanding of integration between computer applications and the relevance of each to everyday tasks.

Students will be entered for the modules at the end of 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 students 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. This requires the students 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 students choose at A-level.

Angela Rigby, Head of ICT

Option: Latin

Following the Year 9 course, you will now be able to continue studying Latin to GCSE level (OCR board).

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 coursework. The final exams require four short 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

GCSE MUSIC – Course outline and coursework requirements.

Examination Board: Edexcel

GCSE Music consists of three papers: Performing; Composing; Listening and Appraising.

Performing and Composing are both COURSEWORK papers and account for 60% of the final GCSE grade. The requirements for these can be seen in the table below.

All coursework (Paper 1 and Paper 2) must be **fully completed and handed in by the last day of the Spring Term in Year 11**. There cannot be any extension to this date.

Summary of the specification content and scheme of assessment.

Part or component	Requirements	Mode of assessment	Weighting
Paper 1: Performing			
Solo performing	Candidates will perform one Solo piece.	15% internally assessed/externally moderated	30%
Ensemble performing	Candidates will perform/direct one ensemble piece	15% internally assessed/externally moderated	
Paper 2: Composing			
Composition 1	One composition, written to a brief, based on one of the Areas of Study	15% internally assessed/externally moderated	30%
Composition 2	One composition, written to a brief based on a different Area of Study	15% internally assessed/externally moderated	
Paper 3: Listening and appraising	Written paper 1 hour 30 minutes Candidates to answer questions on all four Areas of Study	40% externally assessed	40%

Paper 1: Performing (30%)

This paper enables students to develop their skills in performing. During the course, all students should be given the opportunity to take part in ensemble performances as well as performing solo.

All candidates must offer both Solo performing (one piece) and Ensemble performing (one piece). However, it is a requirement that **either the solo or ensemble performance must be from the same Area of Study as composition 1**. Candidates may perform their composition if they wish, but this is no longer a requirement. Candidates must, therefore, plan their performing pieces and compositions carefully to ensure that this requirement is met.

Any instrument or voice is acceptable for this paper (including music technology). The compositions will be marked by the teacher examiner and made available for moderation as required.

The Solo performing and the Ensemble performing pieces will be recorded. Performances may take place at any time during the course. The teacher examiner must be able to authenticate the recordings. The recordings will be made available to Edexcel's moderator for the purposes of standardisation. For both Solo performing and Ensemble performing, the moderator will require a copy of the scores (or a copy of the original professional recording that provided the stimulus for the performance) so that the accuracy of the performance can be assessed.

Paper 2: Composing (30%)

In this paper, candidates develop musical ideas in the form of compositions or arrangements. They will compose and submit for assessment **two** pieces lasting at least **three minutes in total**. Both pieces must be composed according to a brief which may be set by the teacher or chosen by the candidate. The briefs must be based on two different Areas of Study. Edexcel will not provide sample briefs, either in 2008 or subsequently, but the sample briefs on this specification may be used. **Group compositions are not acceptable**. The compositions will be marked by the teacher examiner and made available for moderation as required.

Each submission should comprise:

A notated score (either hand-written or printed) or written commentary

and

A recording (on CD, minidisk or cassette tape)

and

a completed 'Understanding the brief' pro forma.

Paper 3: Listening and appraising (40%)

1 hour 30 minutes

Candidates will respond to questions based on recorded extracts of music on a CD in an examination lasting 1 hour 30 minutes. All candidates will be expected to respond to music from a variety of styles and traditions **across all four Areas of Study** (see below). The paper will be externally marked.

Candidates will be given ten minutes to read the questions which will be printed in a question/answer booklet. Each extract will be repeated a number of times appropriate to the demands of the question and a suitable pause will be given after the final playing for candidates to complete their answers before the next question is introduced. Candidates will be informed on the question paper of the number of times each extract is to be played.

A range of question types, including multiple choice, melody completion, grid completion and free response questions, will be used as appropriate to the musical extract selected. Differentiation will be achieved through a range of questions of varying difficulty. Candidates will be asked to respond to the questions based on the extracts heard on the examination CD **and also topic areas they have studied in class**. Credit will be given for references to appropriate examples.

Introduction to Areas of Study

Area of Study 1	Area of Study 2	Area of Study 3	Area of Study 4
Structure in Western classical music 1600-1899	Changing directions in Western classical music from 1900	Popular music in context	Indian raga, African music and fusions
Through the study of: <ul style="list-style-type: none">• ground bass and variations• ternary form• rondo	Through the study of: <ul style="list-style-type: none">• expressionism and serialism• minimalism• experimental and electronic music	Through the study of: <ul style="list-style-type: none">• dance music 1985 – present day• songs from musicals• Britpop and its influences	Through the study of: <ul style="list-style-type: none">• Indian raga• African music• fusions

Rosemary Scales, Director of Music

GCSE
Why choose PE?

Physical Education

2009-2011

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
- Fartlek 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 a 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

Pete Bulteel, Games

Physics

The GCSE Science course followed at Leighton Park is the modular OCR Gateway Science Suite. The pupils choosing Physics will study three modules in Year 10 which are examined as Unit 1 in January 2010. They may re-take this Unit in June 2010 and in January and June 2011. In Year 11 they will study three more modules for the Unit 2 examination in June 2011. The Research Study, Data Task and Practical Skills, which are externally set but internally assessed, will be tested during the course and the best work submitted.

The new Science syllabuses have moved away from how to do Science and towards learning about Science, so the pupils will need a good standard of English as well as Mathematical skills. The GCSE course is in three equal parts (each 33% of the GCSE).

Year 10 and 11

Data Task and Research Study (the best of two or more attempts is submitted).

The Year 10 syllabus for Unit 1:

P1 Energy for the home
P2 Living for the future
P3 Forces for transport

The Physics course builds on Year 9 work, allowing Year 10 pupils a first attempt at Unit 1 in January. They have three further opportunities to re-take this Unit 1 exam. The Unit 2 course is also started in Year 10 so that the Unit 2 exam can be taken in January and June in Year 11.

The Year 10 and Year 11 syllabus for Unit 2:

P4 Radiation for life
P5 Space for reflection
P6 Electricity for gadgets

More information may be found on the OCR website. We may take pupils on trips to support the teaching of the Course. For example, we have visited Didcot Power Station to study generating electricity and Thorpe Park to study theme park rides.

Physics is a very good choice if:

- You have enjoyed Physics so far
- You are good at maths and like to see maths applied
- You have enjoyed finding things out by experiment
- You have a questioning mind and like thinking
- Physics is a highly valued GCSE and is needed for many careers in Science and Engineering. It is useful for future studies in any other branch of science, medicine, architecture, accountancy and banking.

Ask your teacher for advice and further information.

Irene Bell, Head of Physics

Option: Spanish

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).

The examination comprises four papers testing the skills of listening, speaking, reading and writing. Although there is no formal coursework, students will have to spend time preparing themselves thoroughly for the speaking examination, where they have to give a short presentation on a topic of their choice and answer a range of general questions.

The coursebooks used are Caminos 2 and 3, which cover 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.

At the end of 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 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 two additional computers, daily newspapers and a selection of relevant journals, plus a steadily growing selection of study and revision guides and key texts.

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 which AS and A levels to take. Each Year 11 student is enrolled as a member 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 2009 – 2011
CONSULTATION COPY ONLY**

All students study Maths, English Literature, English Language and a language, normally French. In addition, students also follow the GCSE Course in B+V.

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, by circling the appropriate number. 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 may be used to replace your number 4 or 5 choice, after discussion.

NAME TUTOR

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

Art	1	2	3	4	5	R
Biology	1	2	3	4	5	R
Chemistry	1	2	3	4	5	R
Design Technology	1	2	3	4	5	R
Drama	1	2	3	4	5	R
French	1	2	3	4	5	R
Geography	1	2	3	4	5	R
History	1	2	3	4	5	R
ICT	1	2	3	4	5	R
Latin	1	2	3	4	5	R
Music	1	2	3	4	5	R
Physics	1	2	3	4	5	R
PE	1	2	3	4	5	R

**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 or Spanish as your single language you must discuss this possibility with your Language teachers.

GCSE CHOICES 2009 - 2011

FINAL CHOICES

All students study Maths, English Literature, English Language and a language, normally French. In addition, students also follow the GCSE Course in B+V.

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, by circling the appropriate number. 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 may be used to replace your number 4 or 5 choice, after discussion.

NAME TUTOR

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

Art	1	2	3	4	5	R
Biology	1	2	3	4	5	R
Chemistry	1	2	3	4	5	R
Design Technology	1	2	3	4	5	R
Drama	1	2	3	4	5	R
French	1	2	3	4	5	R
Geography	1	2	3	4	5	R
History	1	2	3	4	5	R
ICT	1	2	3	4	5	R
Latin	1	2	3	4	5	R
Music	1	2	3	4	5	R
Physics	1	2	3	4	5	R
PE	1	2	3	4	5	R

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 or Spanish as your single language you must discuss this possibility with your Language teachers.

Date:.....

Parent/Guardian signature:.....

PLEASE RETURN THIS FORM TO NIGEL WILLIAMS by 12th March 2009.



Leighton Park School



GCSE Courses

2009 – 2011

**Leighton Park School, Shinfield Road, Reading, RG2 7ED
0118 987 9600 www.leightonpark.com**