



**LEIGHTON PARK**  
FOUNDED 1890

## GCSE COURSE OPTIONS

2020 - 2022



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At Leighton Park we are pleased to offer a wide range of IGCSE/GCSE courses from which all students should be able to make a suitable selection. We are also offering a BTEC qualification in Creative Media Production and have recently introduced GCSE's in Dance, Engineering and Food Preparation & Nutrition. Choosing the right IGCSE/GCSE's involves many difficult and important decisions. To help you in this process, a summary of the different subject areas has been prepared by each Head of Department. We are in a strong position to guide you through your IGCSE/GCSE years, as one of the school's greatest attributes is the care that it extends through its tutors and academic teachers to all its students. We recognise that each child is different and so, within our options system, we recognise that some students may benefit from choosing 'practical' subjects whereas others may not. From Year 9 through to the end of the Sixth Form there is an experienced academic team supported by our Head of Careers and Morrisby (Expert and Impartial online careers guidance) to offer advice to help you get it right.

This booklet marks the formal beginning of the options process, although I am sure that you will all have begun to think about it already. Within this booklet, you will find an outline of the IGCSE/GCSE/BTEC curriculum content (both core subjects and options) and the assessment procedure for each subject. In addition to the booklet, your son/daughter has been involved in a careers education during PSHE sessions undertaken by our Head of Careers. A further opportunity to discuss IGCSE/GCSE/BTEC options with academic teachers will be afforded at the **Year 9 Parents' Consultation evening on Friday 28<sup>th</sup> February** and our careers team can also offer students and parents individual counselling.

**The deadline for submitting your options will be Friday 6<sup>th</sup> March. Please complete and return the form provided at the back of this brochure to me.** After this date, option blocks will begin to be formalised and changes to subject choices may only be possible within option lines and dependent on class sizes. Please do also bare in mind that as students are afforded a 'free' selection of subject combinations, it is not always possible to guarantee every students' first choice combination. The selection of a reserve subject is required to further facilitate this process.

Please take the time to read through this options booklet. An electronic version is also available on the school website. It is recommended that you consult with your teachers and tutors to help you make the decision that is right for you. However, should you have any further questions having read the booklet, then please do not hesitate to contact me.

Karen Gracie-Langrick  
Deputy Head, Academic Studies



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# IGCSE/GCSE/BTEC – AN INTRODUCTION

*This booklet describes the IGCSE/GCSE/BTEC courses and arrangements for this coming September. It provides details of all the IGCSE/GCSE/BTEC courses we offer for 2020–2022, and an options choice form.*

The General Certificate of Secondary Education (GCSE) is the nationally recognised qualification which students in England, Wales and Northern Ireland work towards during Years 10 and 11. IGCSE/GCSE's 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.

As you may be aware, the Government have introduced a significant programme of reform of public examinations in England. The key changes are outlined below:

- IGCSE/GCSE students all follow a linear programme, which means that there are no longer modules at different times during the year and that all external examinations will take place in the May/June of Year 11.
- In addition, students are no longer able to re-sit individual modules, although they will be able to re-sit the full IGCSE/GCSE. There is an opportunity to take IGCSE in Mathematics and IGCSE English Language in January, because of the importance of these subjects for entry to further education and employment.
- Students who re-sit any of their IGCSE/GCSE's do not need to redo their controlled assessments, they can carry these forward.
- Marks will be awarded for accurate spelling, punctuation and use of grammar (SPAG) in external IGCSE/GCSE examinations in English Literature, Geography, History and Religious Studies.

## GRADES AND TIERS OF ENTRY

From September 2017, the Government's GCSE Phase Three reforms came into operation. This means that at Leighton Park all subjects will be taught using the new specifications and all GCSE subjects will be graded from 1-9 (with 1 being the lowest; a 4/5 being regarded as a C Grade; a 7 regarded as an A Grade; and a 9 being the highest) as opposed to the A\*- G Grades. All GCSE/IGCSE exams (including most Cambridge I.E. and Edexcel IGCSE except Global Perspectives (A\*-G)) will also be graded using 1-9. If you would like further information, Ofqual has published details regarding how the new GCSEs will be graded on their website.

At Leighton Park, our students will follow the International GCSE (IGCSE) course in Mathematics, English (Language and Literature), Design and Technology, History, Geography, Global Perspectives and Modern Foreign Languages (MFL): French, German and Spanish. Students and parents will be informed of any changes to courses as outlined in this brochure should they occur.

Some subjects (indicated in the following pages) have exam papers graded as Foundation or Higher Tier. Higher Tier papers enable access to Grades 4-9 to be achieved. Foundation Tier papers allow access to Grades 1-5 to be achieved. There is no need to decide at this stage which Tier you will be working towards. IGCSE subjects have the same provision but with different terminology.

For some students the Foundation Tier is appropriate and can give you a very satisfactory result, although it is not normally one which provides a firm basis for Sixth Form Level in that subject. Your teachers will advise you during the course which is the more appropriate level of entry for you and a final decision will be made prior to submission of examination



entries to the Examination Boards in February 2022.

## **EXAMINATIONS AND CONTROLLED ASSESSMENTS**

From September 2016, fewer GCSE subjects were assessed using a combination of Controlled Assessments (which are completed at regular intervals during the course) and an examination at the end of the course. The IGCSE courses have no Controlled Assessment element but they may still have a Coursework component (NEA). Courses with Controlled Assessment or Coursework, which form a very important part of the GCSEs, will require 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 the more practical and creative subjects the course can consist of up to 60% 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 a good grade.

There is an Appeals Procedure for you to use if you feel that there has been a problem with the organisation of the Controlled Assessment. Copies of all the information will be available from the School Reception. Please refer to the school website for our policy on reviews of marking of Non-Examined Assessments (NEAs).

### **BTEC LEVEL 2 FIRST AWARD**

#### **What are BTECs?**

BTEC stands for 'Business and Technology Education Council', which used to run the award, first introduced in 1984. BTECs are now awarded by the Edexcel exam board and are taken in more than 100 countries at all levels, from pre-GCSE to Degree equivalent.

A BTEC takes a practical approach to learning, without missing any of the

important theory on the subject. Focus skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.

BTECs are extremely reputable, having been around for 25 years now, so rest assured you will be embarking on an excellent course.

#### **How can I study a BTEC qualification?**

BTECs can be studied alongside of GCSEs.

#### **How are BTECs graded?**

BTECs are graded using a Pass (P), Merit (M), Distinction (D) and Distinction\* (D\*) scale, (Distinction\* is the same as Grade 8/9 (A\*) for a GCSE and a pass is equivalent to Grade 4/5 (C Grade))

#### **How will I be assessed?**

BTECs are made up of a number of units, which are usually assessed through assignments that are both set and marked by your teacher. Some BTECs (including Creative Digital Media Production) contain externally marked tests (exams).

## **LEARNING RESOURCES**

The Library offers a wide range of books, magazines, DVDs and online resources to support learning during the IGCSE/GCSE/BTEC 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 contains six computers, a printer and a photocopier for student use, is accessible throughout the day and from 4.15pm – 5.30pm for on-line research, word processing and more general use. The Senior Study Room is intended for the exclusive use of students in Year 11–13. It houses six additional computers, a wide selection of relevant journals, plus a steadily growing collection of key texts. The Library subscribes to a number of online resources including Britannica Online, the Oxford Dictionary of National Biography and The Day online newspaper,

all of which can be accessed using the relevant usernames and passwords listed in the Prep Diary/School Calendar. We also have two iPads located in the Non-Fiction Room, which students can use to access the library catalogue, our online resources and apps collection. A selection of newspapers and magazines is displayed next to a comfortable reading area on the Library landing.

## **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 IGCSE/GCSE/BTEC do not restrict any important career options later on. Help is given at each important stage for this purpose.

In PSHE lessons all students in Year 9 have been completing a Morrisby questionnaire which aims to provide an overview of student aspirations and link them to possible subjects and ultimately careers. A full report was generated which can be accessed via the student login. Students can refer to their Morrisby account at any time and they will have lifelong membership to the wide range of online resources on the website. Students will revisit their Morrisby profile in Year 11 where they will explore A level and IB options in greater detail before attending a follow up careers interview with an external careers' advisor.

There are many sources of careers information available in the well-stocked Careers Library. Here you will find reference books, university prospectuses, leaflets and magazines suited to all age ranges, providing information for all career opportunities. Specialist books such as the HEAP Guide to Higher Education can be found in the Careers Library which will provide students with supplementary information to the online resources referred to in PSHE and tutor sessions.

In addition to annual Careers fairs, local employers and Old Leightonians visit to deliver sessions and impart advice. Students have the opportunity to undertake work experience in Year 11 during the penultimate week of the summer term after all GCSE examinations have finished. However, there are many opportunities to visit workplaces through school trips and the Co-Curricular Programme. We would encourage all students to use their holiday time to complete additional work experience placements, build links and to gain an insight into the world of work. Opportunities are shared via the e-Bulletin and the Careers Twitter feed (@careers\_lp). For further information please contact Head of Careers, Sally Saunders.

# CHOOSING YOUR IGCSE/GCSE/BTEC SUBJECTS

At Leighton Park we offer a wide range of two-year courses. These are made up of Core Subjects, which all students study, and Optional Subjects, from which you should select six. This will enable you to take up to 10 IGCSE/GCSE/BTEC examination subjects. In addition, all students also receive PE & Games and PSHCE delivered throughout our Your Life Programme.

## CORE SUBJECTS (taken by all)

English (Language and Literature)  
Mathematics  
Global Perspectives

OPTIONAL SUBJECTS: *You MUST choose at least TWO separate Sciences or the Combined Science Option (which would constitute two choices) and ONE Language.*

Approaches to Learning  
Art & Design  
Biology  
Chemistry  
Combined Science A (Biology, Chemistry, Physics and is equivalent to a double award) and 2 option choices  
Computer Science  
Creative Digital Media Production (BTEC Level 2 Award)  
Dance  
Design and Technology  
Drama  
Engineering  
English as an Additional Language (EAL)  
Food Preparation and Nutrition  
French  
Geography  
German  
History  
Mandarin  
Microsoft Office Specialist Certificate in IT Application Skills  
Music  
Physics  
Physical Education  
Religious Studies  
Spanish  
Textile Design

We would like you to select **SIX 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 the separate GCSE Science courses on the following pages and if you decide to select the **Combined Science option** please note that this will count as **TWO** of your option choices.

Students wishing to follow an IGCSE/GCSE course in Spanish, German or Mandarin must first seek guidance from their teacher to determine their potential for these courses. It will be important that students have reached a high standard with their Year 9 work.

Students who have been receiving EAL (English as an Additional Language) lessons must select to follow the EAL course as one of their options.

Students who receive 1-1 ILC support or feel that they will be unable to follow as many as 10 IGCSE/GCSE/BTEC courses should select the **Approaches for Learning** Course. Details of which can be found later in this booklet. Students looking to select Approaches for Learning should, along with their parents, consult with the Deputy Head, Academic Studies, Karen Gracie-Langrick and the SENDCO, Jo-Anne Elliot, before committing to it on this form.

## 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. The Sixth Form at Leighton Park offers a broad curriculum and a choice of A Levels or IB Diploma. Our current requirements for Sixth Form entry are for a minimum of 5 passes at Grade 6 (Grade B) or above. Certain A Level and IB Diploma courses will require a Grade 7/8 (Grade A) in that subject at IGCSE/GCSE and some universities will require you to have gained a Grade 5 (high Grade C) or higher in particular IGCSE/GCSE subjects before you can be accepted onto a course. From September 2017, all A Level courses became linear, so examinations taken at the end of the Lower Sixth no longer form part of an A Level assessment.

Please consider the following points:

- Students will either select two or three separate sciences or the Combined Science route. Those who wish to take Biology to Sixth Form Level should take Chemistry for GCSE as well.
- Please be aware that Science related courses (particularly medicine) at university may require the study of all three Sciences at GCSE Level.

- If you wish to study Maths at Sixth Form Level, or eventually to pursue a university course in which Maths is important, then an A Grade (Grade 8) at IGCSE Level will be essential.
- 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 in the IBDP information booklet available from Helen Taylor, the Head of Sixth Form/IB Co-ordinator.
- Progression from the Creative Digital Media Production BTEC is now available in two ways in the Sixth Form. IB Film may be taken as part of the IB Diploma or as a stand-alone IB Course and/or Music Production (Grades 1-8) as part of the enrichment programme. Success in these qualifications count for UCAS points.

You should not be satisfied with a Grade 4/5 (Grade C) in any subject which you hope to continue at A Level or for IB Diploma Higher Level in the Sixth Form at Leighton Park.



# Core Subject: English Language IGCSE

Thomas Rawlings: Head of English  
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Exam Board: Edexcel  
Syllabus Code: 4EA1

The English Language IGCSE course requires students to read widely and critically across a range of non-fiction genres such as travel literature, journalism and speech writing. Through the detailed study of a variety of texts drawn from across the centuries, students will develop

confidence in identifying and exploring writers' purposes and techniques. They will also learn to apply this understanding in the composition of their own writing.

This course is examined through a combination of coursework and terminal examinations. Students also need to complete a Spoken Language activity which forms part of the qualification but does not count towards the final grade.

Paper 1: Non-Fiction Texts and Transactional Writing	
Weighting	60% of the whole IGCSE
Format	2 ¼ hour examination
Content: Section A	Students will respond to questions on an unseen text and a text from a pre-studied anthology
Section B	Students will complete an extended piece of transactional writing e.g. an article, a speech
Criteria assessed	Understanding and evaluation of non-fiction writing; ability to write effectively for a variety of audiences and purposes.

Coursework	
Weighting	40% of the whole IGCSE
Format	2 pieces of coursework
Content: Task 1	One analytical essay exploring a topic of their choice on two anthology texts (poetry and prose) and one short commentary on the choice of texts.
Task 2	Students produce a personal and imaginative writing piece.
Criteria assessed	Understanding and evaluation of literary texts; ability to write effectively for a variety of audiences and purposes

Spoken Language	
Weighting	0% of whole IGCSE
Format	A variety of activities carried out throughout the course, focused on individual presentation, group work and effective use of Standard English
Criteria assessed	Clarity of spoken expression; suitability of language selected for the task; ability to respond fluently and with understanding to unprepared questions or stimuli.

# Core Subject: English Literature IGCSE

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Thomas Rawlings: Head of English  
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Exam Board: Edexcel  
Syllabus Code: 4ET1

Paper 1: Poetry & Modern Prose	
Weighting	60% of the whole IGCSE
Format	2 ¼ hour examination
Content: Section 1	Students answer one essay question on an unseen modern poem then answer a comparative question based on work from a pre-studied anthology
Section 2	Students answer one essay question on an unseen modern poem then answer a comparative question based on work from a pre-studied anthology
Criteria assessed:	Understanding and evaluation of the ideas and styles of literary texts. Ability to compose fluent, analytical responses to questions on passages and whole texts.

Coursework: Modern Drama & Literary Heritage	
Weighting	40% of the whole IGCSE
Format	2 pieces of coursework
Content: Task 1	Students answer one teacher assigned essay question on a studied Modern Drama text.
Task 2	Students answer one teacher assigned essay question on a studied Literary Heritage Text
Criteria assessed:	Understanding and evaluation of the ideas and styles of a range of texts. Ability to compose fluent, analytical responses to questions on either an essay question.

The texts for study are currently:

## Literary Heritage

Romeo & Juliet - William Shakespeare

## Modern Prose

Of Mice & Men - John Steinbeck

## Modern Drama

An Inspector Calls - JB Priestley

## Poetry

A range of poems drawn from the published Edexcel anthology.

# Core Subject: Mathematics IGCSE

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**Mary Boyd: Head of Mathematics**  
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**Exam Board: Edexcel**  
**Syllabus Code: 4MA1**

The IGCSE aims to give students a foundation in mathematical skills and develop their knowledge and understanding of how to use and apply mathematical techniques and concepts to solve problems.

It offers two tiers of entry, and most students here take the Higher tier (Papers 1H and 2H), leading to grades 9 to 4. A few may take the Foundation tier (Papers 1F and 2F), which leads to grades 5-1.

There are two, 2 hour written papers (50% each). The total number of marks for each paper is 100. Both papers are balanced for topics and difficulty; the questions are designed to be accessible to students of all abilities within that tier. Students will be expected to use a scientific calculator for both examination papers.

The content of the specification has been grouped into the main areas:

- Number
- Algebra
- Geometry
- Statistics.

The aims of the course are:

- To develop a knowledge and understanding of mathematical concepts and techniques
- To give students a foundation in mathematical skills for further study in the subject or related areas
- To enable students to enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems
- To give students an appreciation of the importance of mathematics in society, employment and study.

This course is a solid basis and good preparation for students wishing to study Mathematics in further depth in the sixth form.

In Year 11, for the more able students who wish to extend Mathematics beyond IGCSE and those who wish to take the subject to A-Level, we offer another course:

**Additional Mathematics OCR FSMQ  
Advanced Level**

**Exam Board: OCR**  
**Specification Code: 6993**

This Free-Standing Mathematics Qualification (FSMQ) is worth UCAS points for university admissions. The course introduces students to the power and elegance of advanced mathematics. It is taught mainly outside lesson time as extension work. It consists of 1 paper worth 100 marks.

# Core Subject: Global Perspectives IGCSE

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**Richard Duckett: Subject Coordinator**  
**Karen Gracie-Langrick**  
[RichardDuckett@leightonpark.com](mailto:RichardDuckett@leightonpark.com)  
[KarenGracie-Langrick@leightonpark.com](mailto:KarenGracie-Langrick@leightonpark.com)

**Exam Board: Cambridge**  
**Syllabus Code: 0457**

The Global Perspectives IGCSE Course at Leighton Park follows the Cambridge International Education (CIE) specification.

- Cambridge IGCSE Global Perspectives is a ground-breaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based and taps into the way learners of today enjoy learning, including team work, presentations, projects and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view. Students use research, reasoning and questioning to gain this understanding and form their own judgements.
- Cambridge IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from different perspectives: personal, local/national and global.
- Cambridge IGCSE Global Perspectives encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration.
- The course is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought and encouraging empathy for the

diversity of human experience and feeling.

- Meeting government ministers, organising a local river clean-up project and writing to the United Nations about climate change, are just some of the activities learners are pursuing through the Cambridge IGCSE Global Perspectives course.

## Assessment

Cambridge IGCSE Global Perspectives is built around topics; knowledge of content is not assessed. However, each particular topic encompasses issues of global importance.

Students will complete three components:

### **Component 1 - Written Examination** (weighting 35%)

Candidates will answer four compulsory questions. Sources will present a global issue from a range of perspectives, and will be drawn from a list of eight topics:

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems

This component is externally assessed.

### **Component 2 - Individual Report** (weighting 30%)

1500 - 2000 words chosen by the candidate on one topic area from below:

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species

- Sustainable living
- Trade and aid Component

This component is internally set and marked.

### **Component 3 - Team Project (weighting 35%)**

Candidates devise and develop a collaborative project into an aspect of one topic (from a choice of 8 below).

- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture

This project must allow for the exploration of different cultural perspectives. The Team Project comprises two elements:

<u>Team Element</u>	200 – 300 words
<u>Personal Element</u>	750 – 1000 words

This component is internally assessed and externally moderated.

In Year 10 students will be allocated 3 lessons a fortnight and will complete Component 1 in the Autumn and Spring terms. Component 2 will be completed during the Summer term.

In Year 11 students will be allocated 5 lessons a fortnight and will begin Component 3 in the Autumn term. Component 3 will be completed by the Spring term, such that Component 1 can be revised in preparation for the written exam in June.



# Option: Approaches to Learning

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Jo-Anne Elliott: Head of Individual Learning Centre  
Karen Gracie-Langrick, Deputy Head, Academic Studies  
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The 'Approaches to Learning' course allows some of our students a greater amount of flexibility with their IGCSE/GCSE/BTEC choices. Students who require Individual Learning Centre lessons may feel that this course is appropriate for them as it will incorporate their ILC lessons which then prevents missing any core or curriculum subjects for ILC provision. The course does not carry a qualification and is not examined.

The course is designed to support and enhance students in their studies at Leighton Park School. The Approaches to Learning course is available to any student who feels that they will struggle with the demands of 9/10 IGCSE/GCSE/BTEC subjects and who would prefer to have time to enhance other aspects of their learning. It includes a range of personalised learning aspects. This will include some pre-learning and post-learning activities focused on areas of study in Mathematics, Science and Literacy. There will also be a specific focus on revision at crucial points of both years 10 and 11. Students will benefit from evidence-based strategies which will help them hone the skills they want to develop and have time to put them into practise. Each lesson can include a portion of time dedicated to supporting students to develop a range of skills. These may include:

- Mindfulness
- Stress management
- Setting goals
- Revision Skills and Revision Planning
- Time management and Planning
- Organisational support
- Essay planning and structure
- Effective use of the internet
- Presentation Skills

Students work according to their own personal learning needs through the range of skills which they want to develop, and they are also able to spend some of the time consolidating their curriculum work which may include completing class or prep work for some of the time. Students studying this course will be able to tailor parts of their work to their individual academic needs, thus aiding the Learning Process. The Approaches to Learning course will allow the students to focus on areas of the curriculum that they have found difficult and provide them with the skills and tools that they will need to reach their goals in the IGCSE/GCSE/BTEC examinations.

All the students taking the course will be expected to keep an activity log for the duration of the course detailing the Approaches to Learning skills and activities that they work on each lesson.

Students will have 5 lessons per fortnight which will include their ILC lessons.

Any student wishing to undertake the Approaches to Learning Course must first consult with Jo-anne Elliott SENDCO.

# Option: Art and Design GCSE

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Mark Wood: Head of Art and Design  
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Exam Board: AQA  
Syllabus Code: 8201-8206

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 Art & Design** syllabus, offering a variety of specialist areas of study. Students can choose one or more of the titles listed below but should work in a variety of ways within their selected area of study.

**Art, Craft and Design:** This course should include at least 2 of the areas of study listed below.

**Fine Art:** painting and drawing, sculpture, printmaking, land art, installation

**Graphic Communication:** illustration, advertising, package design, digital media

**Textile Design:** fashion, printing, construction, embellished surfaces

**Three-Dimensional Design:** ceramic, 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. Evidence of drawing and written annotation will form a key part of the portfolio and the externally set assignment.

## Component 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.

## Component 2: Externally Set Assignment

40% of the total marks

The externally set assignment is an assessment set by AQA. Question papers are issued to candidates from the beginning of January in the year of the exam. Students then respond to their chosen starting point to produce a personal response. Preparation time is unlimited and a 10 hour period of supervised 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.

International visits tend to take place at the start of year 11, usually over the October half term weekend.

Link to AQA GCSE Art & Design Specification below:

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

# Option: Biology GCSE

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**Gemma Sims: Head of Biology**  
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**Exam Board: OCR Gateway (Biology A)**

**Syllabus Code: J247**

The aim of this course is to give students opportunity to:

- Develop scientific knowledge and conceptual understanding of biology
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

The course comprises six teaching topics:

- |                  |  |
|------------------|--|
| <b>Topic B1:</b> | cell level systems: structures of cells, respiration and photosynthesis  |
| <b>Topic B2:</b> | scaling up: supplying the cell and challenges of size, gaseous exchange surfaces and transport systems                           |
| <b>Topic B3:</b> | organism level systems: co-ordination and control, the hormonal and nervous systems and maintaining internal environments        |
| <b>Topic B4:</b> | community level systems: ecosystems, biotic and abiotic factors, relationships between organisms, adaptations to the environment |
| <b>Topic B5:</b> | genes, inheritance and selection: inheritance, natural selection and evolution   |
| <b>Topic B6:</b> | global challenges: monitoring and maintaining the environment, feeding the human race and monitoring and maintaining health      |

Students sit two examinations at the end of their Year 11 course:

## J247/03

- Assesses content from Topics B1-B3
- 1 hour 45 min – 90 marks
- Worth 50% of total GCSE
- Includes multiple choice questions and short answer questions and an extended six-mark level of response question

## J247/04

- Assesses content from B4-B6 with assumed knowledge of Topics B1-B3
- 1 hour 45 mins - 90 marks
- Worth 50% of total GCSE
- Includes multiple choice questions and short answer questions and an extended six-mark level of response question

## Mathematical Content

At least 10% of the marks available in both papers are for mathematical skills these include but are not restricted to: ratios, fractions, algebra, probability, graphs, gradients, geometry, mean, median, mode, frequency tables, bar charts, histograms and standard form.

## Working Scientifically

A range of practical experiences are a vital part of a scientific study at this level. A wide range of practical skills will be addressed through the course, which is required for the development of investigative skills. Students will be given the opportunity to practise their practical skills which will prepare them for the written examinations.

We would recommend that students wishing to study Biology at GCSE also study Physics and Chemistry.

# Option: Chemistry GCSE

Adam Ball: Head of Chemistry  
[AdamBall@leightonpark.com](mailto:AdamBall@leightonpark.com)

Board: OCR  
Syllabus Code: J248

We are following the OCR Gateway Chemistry A syllabus. The course consists of six modules assessed by two written examination papers.

These six modules are given below:

Modules	What is included?
C1: Particles	The particle model; atomic structure; atoms; molecules
C2: Elements, compounds and mixtures	Separating mixtures; bonding; properties of materials
C3: Chemical reactions	Chemical reactions; energy changes; types of chemical reactions; electrolysis
C4: Predicting and identifying reactions and products	Predicting chemical reactions; identification of products of chemical reactions
C5: Monitoring and controlling chemical reactions	Yield; atom economy; rate of reactions; equilibria
C6: Global challenges	Improving processes and products; organic chemistry; composition of the atmosphere

The two written exam papers will be taken at the end of Year 11. Paper 1 assesses content from Topics C1 – C3. This paper is 1 hour 45 minutes long and will be worth 50% of the course. Paper 2 assesses content from Topics C4 – C6, with assumed knowledge of Topics C1 – C3. This paper is 1 hour 45 mins long and will be worth 50% of the course.

The development of practical skills is a fundamental and integral aspect of the study of Chemistry and it will help students throughout their course in preparation for the written examinations. At Leighton Park you will study Chemistry in well-equipped custom-built laboratories. As a department we integrate the practical work throughout the course, and it will be assessed through the written exam papers.

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 Sixth Form Level
- You want to study Chemistry at Sixth Form 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)



# Option: Combined Science A GCSE

**David Hammond: Head of Science**

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**Gemma Sims: Head of Biology**

[GemmaSims@leightonpark.com](mailto:GemmaSims@leightonpark.com)

**Adam Ball: Head of Chemistry**

[AdamBall@leightonpark.com](mailto:AdamBall@leightonpark.com)

**Simon Booth: Head of Physics**

[SimonBooth@leightonpark.com](mailto:SimonBooth@leightonpark.com)

**Board: OCR**

**Syllabus Code: J250**

This option offers an alternative to studying separate GCSEs in Biology, Chemistry and Physics. The specification is divided into topics each covering different key concepts of science. Teaching of practical skills is integrated within the course. Successful completion leads to the award of two GCSEs. This course is most suited to candidates that want a broad appreciation of all three science disciplines but with a slightly reduced content compared to the separate science subjects. Therefore, it is

still an excellent preparation to study any of the Sciences at A Level or within the International Baccalaureate Diploma, but student use one less option slot compared to students that study all three sciences separately at GCSE. The full specification is available at:

<http://www.ocr.org.uk/Images/234596-specification-accredited-gcse-gateway-science-suite-combined-science-a-j250.pdf>

## Assessment

Each science subject is assessed by terminal examination with two papers per subject (6 examination papers in total). Each paper is seventy minutes long and worth 60 marks. Paper one assesses the first three teaching topics and paper two examines the others, with an assumed knowledge of topics one to three (for details of topics see table below).

## Content Overview

The content is designed to be taught in eighteen teaching topics as shown in the table below.

Topic B1: Cell level systems Topic B2: Scaling up Topic B3: Organism level systems Topic B4: Community level systems Topic B5: Interaction between systems Topic B6: Global challenges	BIOLOGY
Topic C1: Particles Topic C2: Elements, compounds and mixtures Topic C3: Chemical reactions Topic C4: Predicting and identifying reactions and products Topic C5: Monitoring and controlling chemical reactions Topic C6: Global challenges	CHEMISTRY
Topic P1: Matter Topic P2: Forces Topic P3: Electricity and magnetism Topic P4: Waves and radioactivity Topic P5: Energy Topic P6: Global challenges	PHYSICS



# Option: Computer Science GCSE

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**Chris Price: Head of Computer Science and ICT**

[ChrisPrice@leightonpark.com](mailto:ChrisPrice@leightonpark.com)

**Exam Board OCR**  
**Syllabus Code: J276**

At Leighton Park we offer OCR's new specification GCSE Computer Science. The course not only offers students a solid basis of understanding Computer Science but engages learners by analysing real world applications, their respective uses, how they have changed, reason behind change and how innovation will direct future software development. The course will promote critical thinking, enable students to enhance analysis skills, develop further problem-solving techniques, and students will develop algorithmic structures from conceptual ideas for creating meaningful code to suit audience and purpose. The Computer Science GCSE course provides a high standard of preparation for higher education, an effective employment route, transferable multi-functional computing skills and knowledge that are relative to our current and future environment.

The qualification is split into two components:

**Component 1 – Computer systems – worth 50% of the course**

Students will be assessed by written examination of 90 minutes, which has a mixture of short- and long- answer questions for the topics of:

- Systems architecture,
- Memory and Storage,
- Computer networks, connections and protocols
- Network security,
- System software,
- Ethical legal cultural & environmental concerns.

**Component 2 – Computational thinking, algorithms and programming – worth 50% of the course.**

Students will be assessed by written examination of 90 minutes, which has a mixture of short- and long- answer questions for the topics of:

- Algorithms,
- Programming fundamentals,
- Producing robust programs,
- Boolean logic,
- Programming languages and Integrated Development Environments.

# Option: Creative Media Production

## BTEC Level 2 First Award

Rosemary Scales: Director of Music  
Daniel Fisher Wienesen: Teacher of Music & Media

[RosemaryScales@leightonpark.com](mailto:RosemaryScales@leightonpark.com)  
[DanielFisherWienesen@leightonpark.com](mailto:DanielFisherWienesen@leightonpark.com)

Exam Board: Pearson  
Qualification Number: 603/1238/5

### Is this the right subject for me?

At Leighton Park we realise that as well as traditional forms of literacy, it is vital that students are equipped to communicate well using all contemporary forms of communication. One of the most important and strategic of these could be described as video or media literacy. New skills are needed to communicate well, not just socially, but increasingly in the workplace, regardless of career path. All students would benefit from taking this subject to develop professional and life skills, and for some this could become a significant part of their future career too.

### What will I learn?

You will get the chance to develop valuable skills and techniques in different disciplines, produce a practical response to a digital media brief, and explore potential careers in the industry. You will learn how to create your own video and audio content, from development, planning and production through to delivery and distribution. This will involve use of cameras, lighting, sound, editing equipment and software.

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

No prior knowledge is needed to take this course, but it would be helpful to have some experience of:

- basic video editing and camera skills
- basic Garage band or other audio software skills

The course is made up of three Components

Component 1	<p>Exploring media products (weighting: 30%)</p> <p>Aim: Learn about the media sector and investigate media products across the following sub-sectors: audio/moving image (TV programmes, films, video shorts, animations radio broadcasts)</p> <ul style="list-style-type: none"> <li>• publishing (newspapers, magazines, books, e-magazines, comics)</li> <li>• interactive (websites, mobile applications, mobile games, video games, online games)</li> </ul> <p>You will explore: content and purpose of digital media products; style and the use of digital design principles; idea generation and the production process; industry regulations and professional practices.</p>	Internally Assessed
Component 2	<p>Developing digital media production skills (weighting: 30%)</p> <p>Aim: develop technical skills and techniques in the discipline of audio/moving image</p> <p>During Component 2, you will: experiment with a variety of media production skills and techniques; apply the technical skills that you learn; reflect on your progress and use of skills, as well as how you could improve.</p>	Internally assessed assignments
Component 3	<p>Create a media product in response to a brief (weighting: 40%)</p> <p>Aim: apply digital skills and techniques by responding to a digital media brief. To do this, you will: learn how to respond to a media brief; plan your response to the brief; apply skills and techniques to a production; justify the process and outcome that you have developed; reflect on your application of skills, time management and use of resources.</p>	Externally assessed task where students respond to a brief to create a media product

# Option: Dance GCSE

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**Beth Butler: Head of Dance**  
[BethButler@leightonpark.com](mailto:BethButler@leightonpark.com)

**Exam Board: AQA**  
**Syllabus Code: 8236**

Dance focuses on the aesthetic and artistic qualities of contemporary dance and the symbolic use of movement to express and communicate ideas. It develops technical and expressive skills alongside knowledge and understanding of dance performance, choreography and critical appreciation of dance. Dance is a powerful and empowering form of non-verbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities. Students of dance must have a genuine passion for the subject, be reliable, committed and enthusiastic. Dance is a very demanding subject it requires you to work your body hard and also to think deeply and clearly. You must be willing to work with others and persevere when tasks are challenging.

**Clear progression to A-Level, higher education and beyond**

This course will provide students with the skills and experience to better prepare them for the demands of AS and A-Level if they choose to progress with their study.

## **The GCSE Dance Anthology**

The anthology consists of six short professional dance works each between 12 and 30 minutes duration. The anthology's mix of artistic, cultural and aesthetically diverse works, has been selected to broaden students' knowledge and understanding of the wide range of dance

choreographed and performed in the United Kingdom today.

## **Assessment of the GCSE Dance Course**

**60% Practical Coursework**  
**40% Terminal written examination**

### **Component 1 Performance and Choreography 60%**

*Solo performance* – Set phrases which need to be performed accurately demonstrating technical and expressive skill  
15 marks

*Duet or trio performance* - A set duet or trio dance demonstrating technical skill, expressive skill, group awareness and sensitivity which includes the three phrases used in the solo performance. This dance will last for 3 ½ -5 minutes.  
25 marks

*Solo or Group Choreography* - A dance created in response to a specific task chosen from a list prescribed by the exam board. You can choose to dance in it or choose other dancers. This dance must last 2 – 2 ½ minutes for a solo and 3- 3 ½ minutes for a group.  
40 marks 30% of the GCSE grade

All of component 1 is internally marked and externally moderated.

**Component 2: Dance Appreciation 40%**  
Written exam paper 1 ½ hours  
80 marks

Section A: choreographic and performance-based questions  
Section B: appreciation of your own work; personal reflection  
Section C: critical appreciation of 6 professional works prescribed by AQA

# Option: Design and Technology IGCSE

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**Mark Smith: Head of Design Technology**  
[MarkSmith@leightonpark.com](mailto:MarkSmith@leightonpark.com)

**Exam Board: Cambridge**  
**Syllabus Code: IGCSE 0979**

The IGCSE in Design and Technology enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product.

Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process.

The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The aims and objectives of this qualification are to enable students to:

- demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas while designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for

different audiences at key points in their designing

- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- demonstrate safe working practices in design and technology
- use key design and technology terminology, including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

The assessment for the IGCSE consists of three components:

- an Internally marked/externally moderated design and make coursework project (50%)
- two equally weighted externally marked written exam paper at the end of Year 11 (50%)
  - Resistant Materials (60 minutes)
  - Product Design (75 minutes)

Approximately half the lessons are used for classroom-based design and theory work.

Students are expected to attend after school workshop sessions and a few Saturday mornings during the Easter term in Year 11.



# Option: Drama GCSE

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**Peter Scoggins: Head of Drama and Theatre Studies**

[PeterScoggins@leightonpark.com](mailto:PeterScoggins@leightonpark.com)

**Exam Board: OCR**

**Syllabus Code: J316**

We expect our students to be self-reliant, independent, 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 and the course is a popular choice in preparation for a wide range of Post-16 choices.

## Specification for 2020 - 2022

**Component 1: Devising Drama.** Internally assessed practical project  
30% of GCSE

You will research and explore a stimulus and work collaboratively with others to create your own devised drama and create a portfolio.

- Creating and developing ideas to communicate meaning for theatrical performance by making your own original drama performance. Applying theatrical skills to realise artistic intentions in the live performance off your work
- Analysing and evaluating your own work and the work of others by creating and updating a Drama Portfolio in which you record your understanding of the process of making the drama and evaluate the final work.

**Component 2: Presenting and performing texts** Visiting Practical Examination  
30% of GCSE

You will perform two extracts from a play text chosen by you and your teacher. You develop and apply theatrical skills in acting and then write about the ideas you generated for the performance. This writing (Concept pro forma) is submitted to the examiner before their arrival.

- Creating and developing ideas to communicate meaning for theatrical performance by studying a play text and creating a Concept pro forma.
- Applying theatrical skills to realise artistic intentions in live performance by performing two extracts from the play text.

**Component 3: Performance and response** Written exam  
40% of GCSE

- Section A: You will practically explore the play 'Find Me' by Olwyn Wymark with your teacher and the class. You will develop your own ideas about how you would direct and design the play if it were in production. To demonstrate your knowledge and understanding of drama and you answer questions in a written examination about certain aspects of your proposed production of the play.
- Section B: You will analyse and evaluate a live theatre performance by answering questions on it in the examination



# Option: Engineering GCSE

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**Mark Smith: Head of Design and Technology**

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**Exam Board: AQA**  
**Syllabus Code: 8852**

The GCSE in engineering will require students to develop subject knowledge, skills and understanding that allow them to solve engineering problems in an informed way. Students will be given access to technologies, materials and engineering processes that may well be new to them. Students will put theory into practice, solving engineering problems through the application of mathematical principles and computer modelling/simulation to produce carefully considered manufactured outcomes which showcase essential practical skills.

The aims and objectives of this qualification are to enable students to:

- engage in a range of intellectual and practical processes in order to solve problems through the production of engineered outcomes
- develop knowledge and understanding of materials, components and resources relating to engineering
- develop knowledge and understanding of engineering processes and be able to apply these where appropriate in order to produce a manufactured outcome
- draw on knowledge, skills and understanding of materials, processes and techniques in order to engineer products which provide a functioning solution in response to a given brief
- develop an understanding of how emerging technologies (in areas such as materials science, information technology (IT) and communications, energy, medicine and robotics) have changed and will continue to change the way in

which engineered products are made and used

- develop an understanding of health and safety procedures and be able to carry out practical activities in a safe way
- develop an awareness and understanding of the impact of engineering on the environment and sustainable development
- develop skills, knowledge and understanding as a foundation for future learning and progression, in relation to engineering and other related disciplines
- apply their knowledge and understanding of mathematical concepts in an engineering related context.

The specification of the course will provide students with content in the following areas:

- Engineering materials
- Engineering manufacturing processes
- Systems (mechanical, electrical, structural, pneumatic, hydraulic)
- Testing and investigation
- The impact of modern technologies
- Application of practical engineering skills

The GCSE consists of:

- an NEA based on a brief set by AQA released on 1<sup>st</sup> June in the first year of study (40%). The student will be expected to engineer a working prototype to a problem using both a mechanical and electronic solution
- a 2 hour externally assessed written exam paper at the end of Year 11 (60%).

Approximately half the lessons will be used for classroom-based theory work.

Students will be expected to attend after school sessions and a few Saturday mornings in Year 11.



# Option: Food Preparation and Nutrition GCSE

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**Tim Green: Head of Food Preparation and Nutrition**

[TimGeen@leightonpark.com](mailto:TimGeen@leightonpark.com)

**Exam Board: AQA**  
**Syllabus Code: 8585**

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

GCSE Food Preparation and Nutrition sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the course will be delivered through preparation and making activities.

Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

The topics are:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance.

## Assessments

**Paper 1: Food preparation and nutrition**  
**What is assessed** Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

## How it is assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE Questions
- Multiple choice questions (20 marks)

## Non-exam assessment (NEA)

### What is assessed

**Task 1:** Food investigation (30 marks)  
Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

**Task 2:** Food preparation assessment (70 marks)  
Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.

## How it is assessed

**Task 1:** Written or electronic report (1,500-2,000 words) including photographic evidence of the Practical investigation.

**Task 2:** Written or electronic portfolio including photographic evidence. photographic evidence of the three final dishes must be included.

# Option: French IGCSE

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**Didier Descamps: Head of MFL**  
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**Exam Board: Cambridge [I.E.]**  
**Syllabus Code: 7156**

We recommend that you 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 IGCSE 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.

Students who have studied French for at least one year and who have made good progress during this time are encouraged to opt for this subject as their main language or as an additional language if they also wish to study German, Spanish or Mandarin. Students will be expected to follow a course which requires considerable written and spoken accuracy to reach the level required by the Cambridge board in the time available.

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 and pair work, studying texts, and writing postcards, letters, emails and short essays.

The IGCSE is a linear course with examinations in Listening, Reading and Writing at the end of the second year. The

oral examination is conducted by the designated teacher within the school and is recorded for moderation purposes. Each of the four skills has an equal weighting of 25%.

The main course book used is produced by the examination board and therefore covers all the syllabus requirements; it has 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 range from simple postcards to writing more formal letters in a business style. We will have the use of the multimedia language laboratory for a whole variety of activities once a fortnight.

Students studying French at IGCSE will be given the opportunity to take part in a linguistic trip to a language school in Montpellier, in the south of France when they are in Year 10.

The topics are divided into 5 areas:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Remember that you must study at least ONE Modern Foreign Language.



# Option: Geography - IGCSE

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**Oliver Staines: Head of Geography**  
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**Exam Board: Edexcel**  
**Syllabus Code: 4GE1**

For the IGCSE in Geography students will study **Human and Physical Geography** modules, building on the work studied at Key Stage 3 and for Common Entrance. Geography at IGCSE involves the study of processes and place, in the traditional style of the subject, but it also explores the relationship between human populations and their surrounding physical environments. There are few other subjects which provide such an insightful understanding of the world around us. The contemporary nature of the issues covered in the course make it both relevant and engaging for students.

Geography is a subject which provides students with a wide range of skills, not only for their further studies, but for the workplace. The EDEXCEL IGCSE Geography specification allows the opportunity to develop graphical and cartographical skills, technological skills, interpersonal and communication skills (through debate and discussion), as well as literacy, numeracy and problem solving and decision-making skills. Consequently the course provides an excellent foundation for those students who intend to continue their study of Geography to a higher level and also an excellent basis for further study in a variety of other subjects including economics and business.

To enhance student learning, we use topical case studies and examples to

ensure the course is current and engaging. As well as providing a thorough understanding of the material we also aim to inspire and enthuse our students through our teaching of Geography and this, we believe, is the key to our great success as a department.

The IGCSE specification is divided into two papers, physical geography and human geography, which will be examined in two externally assessed written exam papers at the end of Year 11.

## **Paper 1 – Physical Geography**

This is a 1hr 10 minutes exam in which students complete a variety of multiple choice, short, data response and open-ended questions

It is divided into two sections:

- Section A** River environments and Coastal environments
- Section B** Practical geographical enquiry on river environments

## **Paper 2 – Human Geography**

This is a 1hr 45 minutes exam in which students complete a variety of multiple choice, short, data response and open-ended questions

It is divided into three sections:

- Section A** Economic activity and energy and Urban environments
- Section B** Practical geographical enquiry on urban environments
- Section C** Development and human welfare



# Option: German IGCSE

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Didier Descamps: Head of MFL  
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Exam Board: Cambridge [I.E]  
Syllabus Code: 7159

We recommend that you study German because it is the language of a global economic superpower and the mother tongue of over 100 million Europeans. Within the two years leading up to IGCSE 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 German culture and way of life.

Students who have studied German for at least one year and who have made good progress during this time are encouraged to opt for this subject as their main language or as an additional language if they also wish to study French. Students will be expected to follow a course which requires considerable written and spoken accuracy to reach the level required by the Cambridge board in the time available.

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 and pair work, studying texts, and writing postcards, letters, emails and short essays.

The IGCSE is a linear course with examinations in Listening, Reading and Writing at the end of the second year. The oral examination is conducted by the designated teacher within the school and

is recorded for moderation purposes. Each of the four skills has an equal weighting of 25%.

The main course book used is produced by the examination board and therefore covers all the syllabus requirements; it has 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 range from simple postcards to writing more formal letters in a business style. We will have the use of the multimedia language laboratory for a whole variety of activities once a fortnight.

Studying German at GCSE level (and beyond) will put students in an excellent position when it comes to university applications and future employment, as well as giving them further insights into the myriad attractions of Germany itself; its rich culture, vibrant cities, diverse landscape and appetising gastronomy!

The topics are divided into 5 areas:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Remember, you must choose at least ONE Modern Foreign Language.

# Option: History IGCSE

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Stephen Taynton: Head of History  
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Exam Board: Edexcel  
Syllabus Code: 4HI1

History is a very popular and successful subject at International GCSE. The course is exciting and interesting, and includes social, economic and political history topics. It is highly relevant to students' lives, helping them to understand the world and its people today. It stimulates students' enthusiasm and enables them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. It encourages intellectual curiosity and independent thinking, engaging students in developing a variety of skills including source analysis, role plays, debates, and visual, written and oral presentations. Students are tested on their ability to write factually supported arguments and on their critical handling of source material. The experience of IGCSE gives them a sense of real achievement, leading to a high percentage of students continuing in their study of the subject in sixth form and beyond.

## Paper 1: (50% of total marks)

Pupils study two depth studies:

- Development of dictatorship in Germany, 1918-1945

- A world divided: Superpower relations, 1943-1972

Students are assessed through an examination based on their depth studies. Students answer two questions, one on each of the depth studies they have studied.

There are 60 marks available in total.

The examination is 1 hour and 30 minutes.

## Paper 2: (50% of total marks)

Students undertake one historical investigation.

The topic is **The USA, 1918-1941**

Students study one breadth study in change.

The topic is **The changing role of international organisations: the league and the UN, 1919-c2011**

Students are assessed through an examination based on their historical investigation and breadth study in change.

Students answer two questions, one question on their historical investigation and one question on their breadth study in change.

There are 60 marks available in total. The examination time is 1 hour 30 minutes.

# Option: Chinese Mandarin

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Didier Descamps: Head of MFL  
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Exam Board: Edexcel  
Syllabus Code: 1CNO

Edexcel GCSE Chinese has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content. Students who have studied Mandarin for at least one year and who have made good progress during this time are encouraged to opt for this subject.

Through Chinese GCSE study you will be able to manipulate and use this language effectively, independently and creatively, so that you will have a solid basis from which to progress to IB at Standard or Higher Level or employment internationally.

Edexcel Chinese GCSE is a linear course with examinations in Listening, Reading and Writing at the end of the second year. Each skill has an equal weighting of 25%.

You 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 and pair work, studying texts, and writing postcards, letters and short essays.

The main course book used is produced by Edexcel covering all the syllabus requirements. Activities range from simple yes/no exercises to extracting more information from a demanding text at the very highest level.

You will be offered the chance to participate in a visit to China in our sister school in Beijing and take part in some Chinese activities during your two years of study. You will find Chinese grammar is much easier to master compared to other languages.

Looking further afield, Mandarin is one of the most useful languages in the world in many business areas and is the most widely spoken language worldwide.

The topics are divided into 5 areas:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

Remember that you must study at least ONE Modern Foreign Language.

# Option: Microsoft Office Specialist Certificate in IT Application Skills

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Chris Price: Head of Computer Science and ICT

[ChrisPrice@leightonpark.com](mailto:ChrisPrice@leightonpark.com)

**Exam Board:** Microsoft/Certiport  
**Syllabus Code:** NA

At Leighton Park we offer the Microsoft Office Specialist Certificate (MOS) as the ICT option to our GCSE students. This is the world's most recognised computing qualification for proving a person's skills and abilities in Microsoft's Office applications. This certification can help students differentiate themselves in today's competitive job market and helps broaden their future opportunities by proving they have the advanced digital skills needed for 21<sup>st</sup> century employment.

This qualification is widely recognised internationally and provides learners with the skillsets to explore advanced and efficient ICT working practices using the latest cloud-based platforms.

The MOS certificate allows students to select and explore the following applications

1. Microsoft Word (word processing)
2. Microsoft Excel (spreadsheet)
3. Microsoft PowerPoint (presentation)

4. Microsoft Access (database)
5. SharePoint (collaboration)
6. OneNote (multi-skilled portfolio skills)
7. Outlook (email)

Initially students undertake a skills analysis where a diagnostic tool will provide an analysis of their application strengths and weaknesses. Students then undertake the Microsoft Imagine Academy learning tools through self-directed, independent learning techniques in the form of digital study guides and online platforms. Once students become confident with their selection of studied applications, they undertake a practice test for further feedback followed by a certification examination.

Successful students will obtain a Microsoft Certification and a GCSE equivalent qualification through The Learning Machine.

Should students wish to progress further they can convert their Microsoft Office Specialist certificate to Expert and Master qualifications through additional exploration of advanced application skills in Microsoft Office.

# Option: Music GCSE

Rosemary Scales: Director of Music  
[RosemaryScales@leightonpark.com](mailto:RosemaryScales@leightonpark.com)

Exam Board: Eduqas  
Syllabus Code: 3660QS

## 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, stage and screen, and world music, then this exciting course will give you an appreciation of the diversity of musical styles that exist today. This specification encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study.

## 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.

## 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 by:

- Creating music of your own in class. This is developed in the GCSE course as you develop works for your own composition portfolio. There is a wide choice of styles available and it can be tailored to your own personal musical interests and strengths;
- Listening to a variety of music in class and these skills are developed further as you study 2 set pieces taken from *Area of Study 1: Musical Forms and Devices* and *Area of Study 4: Popular Music*;
- Enjoying 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.

## How will I be assessed?

Assessment	
Unit 1	Performing Music (30%) - you will need to perform a minimum of two pieces with a combined duration of 4 to 6 minutes. The standard of pieces selected for performance should be broadly equivalent to grade 3 of the graded music examinations. one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble. There is no requirement to perform a solo piece if the student does not wish to
Unit 2	Composing Music (30%) - you will need to compose two pieces with a combined duration of 3 to 6 minutes
Unit 3	Music Appraisal (40%) - assessed through a listening examination. There are 8 questions in total, two on each of the four areas of study.
	The prescribed works for this course are: Badinerie J.S. Bach for Flute and String Orchestra with Harpsichord Africa Toto



**The Areas of Study covered in this course are:**

Area of Study	
1	<b>Musical Forms and Devices</b> The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio, rondo, variation and strophic forms. Students are encouraged to engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. This area of study contains the first of two prescribed works: Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord.
2	<b>Music for Ensemble</b> Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, students will consider how music is composed for small groups of instruments and voices. Students are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience.
3	<b>Film Music</b> The film industry is of considerable commercial and cultural interest in both the UK and abroad. There are many areas of specialism for musicians within this industry such as composer, orchestrator, arranger, performer, music editor, producer and more. A film composer scores music to accompany a motion picture for film or television. This includes dramatic underscore and thematic music as well as popular songwriting. Through this area of study students are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Students will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.
4	<b>Popular Music</b> Popular music is a wide-ranging and diverse art form encompassing several distinct genres. The popular music industry offers a wide range of opportunities for both composers and performers, including singer, song-writer, music producer, arranger and more. Through this area of study students are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Students are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music. The second prescribed work is included in this area of study: 'Africa' by Toto.

What can I do after I have completed the course?

If you enjoyed the GCSE Music course then you can consider A Level music or IB music, or BTEC Music Production at Sixth Form Level. The Creative Section is currently the fastest growing of the UK economy and has been since 2008, so there has never been a better time to study music.

The transferable skills for your other subjects acquired when studying music

include enhancing your listening skills needed in language examinations, enhancing your performing skills will give you the confidence to play to an audience – useful if you intend to pursue, for example, drama or law and studying music will help you to develop your ability to think creatively and 'outside the box' as well as enhancing your ability to collaborate and work effectively with others.

# Option: Physics GCSE

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**Simon Booth: Head of Physics**  
[SimonBooth@leightonpark.com](mailto:SimonBooth@leightonpark.com)

**Exam Board: OCR**  
**Syllabus Code: J249 Physics A**

This is a linear course. The practical element of the course is assessed through questions on 'practical skills' and examined as part of the theory papers, together with guided experimental work in class. Learners are entered either for Foundation or for Higher Tier.

The mathematical content of physics has increased to 40% so it is recommended that those students choosing physics are also proficient at mathematics. The challenge of the course has increased. Some topics currently on the A Level course are included in the new GCSE specification.

Content is split into eight teaching topics P 1-8 and a practical activity skills topic P9.

- Topic P1: Matter
- Topic P2: Forces
- Topic P3: Electricity

- Topic P4: Magnetism and magnetic fields
- Topic P5: Waves in matter
- Topic P6: Radioactivity
- Topic P7: Energy
- Topic P8: Global challenges
- Topic P9: Practical skills

The two examinations will each count for 50% of the GCSE and will both be 1 hour 45 minutes.

More information can be found on the OCR website.

Physics is a 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 also useful for a wide range of future studies including any other branch of science, medicine, architecture, finance and accountancy, and law.

# Option: Physical Education GCSE

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**Jeremy Belas: Director of Sport, PE and Wellness**

[JeremyBelas@leightonpark.com](mailto:JeremyBelas@leightonpark.com)

**Exam Board: AQA**  
**Syllabus Code: 8582**

## Why choose PE?

The course encourages students to make informed choices about getting involved in healthy physical activities that meet their needs and develop knowledge and understanding of the roles that the active participant can adopt and what constitutes effective performance in these different roles. They can develop roles of an official, organiser, leader/coach, choreographer, player and also become 'critical performers' with an opportunity to develop confidence, teamwork and communication skills.

**Paper 1: The human body and movement in physical activity and sport (30% of GCSE questions)**

### What is assessed:

- Applied anatomy and physiology - Movement analysis - Physical training - Use of data

### How it is assessed:

- Written exam: 1 hour 15 minutes.
- Answer all questions (78 marks)
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions

**Paper 2: Socio-cultural influences and well-being in physical activity and sport (30% of GCSE Questions)**

### What is assessed:

- Sports psychology - Socio-cultural influences - Health, fitness and well-being
- Use of data

### How it is assessed:

- Written exam: 1 hour 15 minutes
- Answer all questions (78 marks)
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

**Non-exam assessment: Practical performance in physical activity and sport (40% of GCSE Questions)**

### What is assessed:

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

### How it is assessed:

- Assessed by teachers, moderated by AQA (100 marks)
- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

# Subject: Religious Studies GCSE

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Stephen Taynton: Temporary Head of Religious Studies

[StephenTaynton@leightonpark.com](mailto:StephenTaynton@leightonpark.com)

Exam Board: AQA  
Syllabus Code: 8062

The Religious Studies GCSE Course at Leighton Park follows the AQA Religious Studies: Specification A (8062).

The course encourages the development of theological, philosophical and ethical 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.

## GCSE Religious Studies, specification A (8062)

In Year 10 students will examine:

*Paper 1.1: The study of religions: beliefs and teaching – Islam.*

Students will focus on the beliefs and teachings in Islam and their basis in Islamic sources of wisdom and authority. Students will focus on the following topics: Articles of faith in Sunni Islam and Shi'a Islam, The nature of God, Angels, Predestination, Life after death, Prophethood, and Holy Books.

*Paper 1.2: The study of religions: practices in Islam.*

Students will also study the religious practices in Islam by focusing on 3 main areas: Worship, Duties and Festivals.

*Paper 1.3: The study of religions: beliefs and teaching – Christianity.*

Students will focus on the beliefs and teachings in Christianity and their basis in Christian sources of wisdom and authority. Students will focus on the following topics: The nature of God, creation, beliefs about the afterlife and their importance, Jesus Christ and Salvation.

*Paper 1.4: The study of religions: practices in Christianity.*

Students will study the religious practices in Christianity and focus on Worship, Festivals and the role of the church in the local and worldwide community. Students

In Year 11 students will examine:

*Paper 2.1: Thematic studies: religious, philosophical and ethical studies - Theme A: Relationships and Families.*

Students will study the religious teachings about the issues raised as well as the different religious and non-religious beliefs about, and attitudes to, those issues found in contemporary British society. The two main units under discussion will be; Sex, marriage and divorce and Families and gender equality.

*Paper 2.2: Thematic studies: religious, philosophical and ethical studies – Theme: B Religion and Life.*

In this unit, the topics under discussion will be; the origins and values of the universe, focusing on scientific truth verses religious truth, and the origins and value of human life, focusing on abortion and euthanasia.

*Paper 2.3: Thematic studies: religious, philosophical and ethical studies. Theme C: The existence of God and Revelation.*

Students will study the Philosophical arguments for and against the existence of God and the nature of the divine and revelation.

*Paper 2.4: Thematic studies: religious, philosophical and ethical studies - Theme D: religion, peace and conflict.*

The two main units under discussion will be; Religion, violence terrorism and war and Religion and belief in 21st century conflict.

Examination: two written papers: 1 hour and 45 minutes each

*Paper 1: The study of religions: beliefs, teachings and practices. (Christianity and Islam)*

*Paper 2: Thematic studies – assessment of 4 religious, philosophical and ethical studies themes.*



# Option: Spanish IGCSE

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**Didier Descamps: Head of MFL**  
[DidierDescamps@leightonpark.com](mailto:DidierDescamps@leightonpark.com)

**Exam Board: Cambridge [I.E.]**  
**Syllabus Code: 7160**

Students will find knowledge of Spanish useful not only when on holiday in Spain (one of the UK's most popular holiday destinations) but potentially in future dealings with the Hispanic world. 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.

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 their main language or as an additional language if they also wish to study French. Students will be expected to follow a course which requires considerable written and spoken accuracy to reach the level required by the Cambridge board in the time available.

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 and pair work, studying texts, and writing postcards, letters or emails and short essays.

The IGCSE is a linear course with examinations in Listening, Reading and Writing at the end of the second year. The oral examination is conducted by the designated teacher within the school and is recorded for moderation purposes. Each

of the four skills has an equal weighting of 25%.

The main course book used is produced by the examination board therefore covering all the syllabus requirements and has 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 multi-media language laboratory for a whole variety of activities once a fortnight.

The topics are divided into 5 areas:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

During Year 10, students are offered the chance to participate in a visit to a language school in Málaga attending lessons wholly in Spanish for four hours every morning. Past experience has proved this to be an invaluable way of gaining extra teaching whilst deepening student knowledge of the culture of one of the Spanish speaking countries.

Remember that you must study at least ONE Modern Foreign Language.



# Option: Textile Design GCSE

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Deborah Ince: Head of Textiles  
[DeborahInce@leightonpark.com](mailto:DeborahInce@leightonpark.com)

Exam Board: AQA  
Syllabus Code: 8204

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:

- Art textiles
- 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 and this 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. Students 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 international visit to galleries and museums in the Autumn term of Year 11.

# IGCSE/GCSE/BTEC CHOICES 2020 – 2022

## CONSULTATION COPY ONLY

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NAME .....TUTOR .....

### CORE

All students study Maths, English and Global Perspectives

### OPTIONS

You **MUST** choose **SIX** subjects and nominate **ONE** reserve (R).

You **MUST** choose at least **TWO** separate Sciences or the Combined Science Option (which would constitute two choices) and **ONE** Language.

Please indicate your order of preference from 1 (most preferred) to 6 (least preferred), and R. It is hoped that everyone will get his/her preferred choices, but in the event that your choices cannot be accommodated within the timetable then your reserve choice will be used.

Art & Design		Geography	
Biology		German	
Chemistry		History	
Combined Science		Mandarin	
Computer Science		Microsoft Office Specialist Certificate in IT Application Skills	
Creative Digital Media Production		Music	
Dance		Physics	
Design Technology		Physical Education	
Drama		Religious Studies	
Engineering		Spanish	
Food Preparation & Nutrition		Textile Design	
French		**EAL	
*Approaches to Learning			

Date: .....

Parent/Guardian signature: .....

### Important information

\*The option for 'Approaches to Learning' (please see further details within the booklet) is for those students who feel that they will be unable to follow 9 IGCSE/GCSE/BTEC courses. REMEMBER - Students looking to select 'Approaches to Learning' should, along with their parents, consult with the Deputy Head, Academic Studies, and the SENDCO before committing to this option on the form.

\*\*Students who have been receiving EAL (English as an Additional Language) lessons must select to follow the EAL course as one of their options.

# IGCSE/GCSE/BTEC FINAL CHOICES 2020 - 2022

NAME .....TUTOR .....

## CORE

All students study Maths, English and Global Perspectives

## OPTIONS

You **MUST** choose **SIX subjects** and nominate **ONE reserve (R)**.

You **MUST** choose at least **TWO separate Sciences** or the **Combined Science Option** (which would constitute two choices) and **ONE Language**.

Please indicate your order of preference from 1 (**most preferred**) to 6 (**least preferred**), and **R**.

It is hoped that everyone will get his/her preferred choices, but in the event that your choices cannot be accommodated within the timetable then your reserve choice will be used

Art & Design		Geography	
Biology		German	
Chemistry		History	
Combined Science		Mandarin	
Computer Science		Microsoft Office Specialist Certificate in IT Application Skills	
Creative Digital Media Production		Music	
Dance		Physics	
Design Technology		Physical Education	
Drama		Religious Studies	
Engineering		Spanish	
Food Preparation & Nutrition		Textile Design	
French		**EAL	
*Approaches to Learning			

Date: .....

Parent/Guardian signature: .....

## Important information

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\*\*Students who have been receiving EAL (English as an Additional Language) lessons must select to follow the EAL course as one of their options.

RETURN THIS FORM TO: KAREN GRACIE-LANGRICK (Deputy Head, Academic Studies)

BY: 6<sup>th</sup> MARCH 2020

Beverley Eldridge Head of Year 10 and 11  
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