



**LEIGHTON PARK**  
FOUNDED 1890

## (I) GCSE COURSE OPTIONS

2022 - 2024

ACHIEVEMENT WITH VALUES, CHARACTER AND COMMUNITY



This booklet marks the formal beginning of the Options Process, although we are sure you have begun to think about it already. A series of events - please see the key dates in the table on page 5 - is planned to help you and your child choose the optimal combination of subjects. In addition to this booklet, your child has been involved in a Careers education during PSHE lessons, including the [Morrisby](#) test that gives expert and impartial online careers guidance and we are here to help each step of the way.

Although **your child's Personal Tutor is the first port of call for each of your queries and conversations**, at Leighton Park we have a very strong, committed and experienced team to guide you through the (I)GCSE/ BTEC years that extends beyond Tutors, to academic Heads of Department, academic teaching staff, our Head of Careers, Head of Year 9, Head of Years 10 & 11 and Pre-Sixth, Head of Sixth Form and the Director of Studies.

As proud as we are of the results our students have achieved at (I)GCSE – in 2021 53% of all grades were 9–7 (A\*–A) and 95% were 4(C) or above, in line with our Quaker values and as a non-academically selective School, we see these results as an even greater testament to the quality of teaching and our students' appetite for learning.

Despite our [Sixth Form students' academic progress placing us in the top one percent of secondary schools in the country](#), we are an academic greenhouse that looks to nurture more so than a hothouse so that students can reach their full potential and grow to become courageous, happy young people with a strong global awareness and the skills they need to be true change-makers.

A school that inspires Achievement with Values, Character and Community: the Leighton Park difference. Simplicity, truth, respect, integrity, peace, equality and sustainability: these are the Quaker values that remain our touchstones in this modern world.

We hope you find this booklet useful, but please know too that all current information is online.

Mary Boyd

Assistant Head: Director of Studies

Sally Saunders

Head of Year 9, PSHE and Careers

## The Options Process

At Leighton Park, we are proud to offer a broad range of options for (I)GCSE/BTEC. During Years 10 and 11, students **usually take ten subjects**: four core subjects plus, typically, six others.



\*The Science department can advise on the best choice for your child. Combined Science = two subjects and Triple Science = 3 subjects.

\*\*Curriculum Support can be chosen in place of a language with permission from Keeley Toms, Head of ILC.

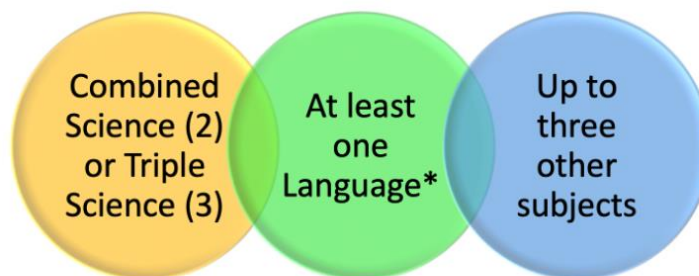
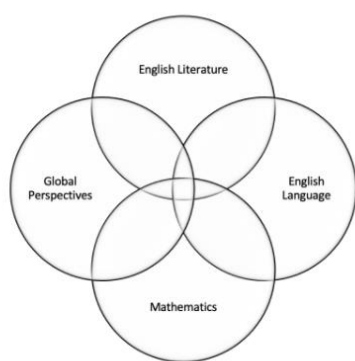
(I)GCSE/ BTEC Subject Choices - typically ten subjects			
Four Core Subjects		+	Combined (2) or Triple (3) Science
+	At least One Language	+	(Typically) Three Other Subjects

Figure 1: How the Subject choices are composed

## Four Core Subjects

There are **four core subjects**: English Language & Literature, Mathematics and Global Perspectives - that all Year 10 and 11 students must take. Offering IGCSE Global Perspectives as a Core subject reflects our School's commitment to intercultural understanding and peace.

Typically <u>ten</u> subjects	
Four Core Subjects	Combined or Triple Science + At least one language + Up to three other subjects



\*Curriculum Support is available instead of a language for those who receive ILC support, with Keeley Tom's prior agreement.

## The remaining subject choices

These are chosen in line with the requirements shown in Figure 1 on the previous page drawn from our list of subject options shown in Figure 3 on page 6.

We are pleased to offer a BTEC qualification in Creative Digital Media Production and to have recently introduced GCSEs in Dance, Engineering and Food Preparation & Nutrition.

The list of Options is below with **each detailed in full on the following pages**

Art & Design, Biology, Chemistry, Combined Science, Computer Science, Creative Media Production, Dance, Design and Technology, Drama, Engineering, English as an Additional Language (EAL), Food Preparation & Nutrition, French, Geography, German, History, Mandarin, Music, Physical Education, Physics, Religious Studies, Spanish, Curriculum Support, Textile Design.

## Key dates for your diaries

Item (Term Dates)	Date 2021-2022
Letter sent to parents/guardians to invite to Information Evening on 7 <sup>th</sup> December 2021. Tutors speak about the upcoming process with their tutees	24 November 2021
Talk with students by Head of Year 9 & Head of Careers and Director of Studies	26 November 2021
Y9 Information and Options Evening  Options Booklet shared with Parents/ Guardians/ Students and Online.	7 December 2021
Yr 9 Parents Consultation Evening	18 January 2022
<b>Electronic Forms Open</b> For Selection of Subject Options	19 January 2022
Subject Options <b>Electronic Form Final Deadline.</b>	2 February 2022
Please note: Long Leave Break	18 February to 28 February 2022
Please note: Easter Holidays	1 April to 25 April 2022
Confirmation Letters of Final Subject Choices to Parents/ Guardians.	1 April 2022
Please note: End of Academic Year	7 July 2022
Subject Changes	Start of term: September.

**Figure 2: The (I)GCSE/ BTEC Subject Options Timeline**

### Submitting Subject Choices Electronically

Current students must submit their subject choices via the online form that will be/ has been shared with you. Before completing and submitting this form, your child's Tutor will help them think carefully about their final subject choices. Submitted forms are considered final, but we do recognise that minds can change, so we aim to accommodate where possible if subject requirements and class sizes permit.

### How to choose from the Subject Blocks

From each Subject Block A to F, **one** subject must be chosen **from each - two cannot be chosen from the same block**. If a preferred choice cannot be made from one particular column, you will have the option to choose 'No choice' with a comment box to explain why a choice cannot be made that can be seen by the Director of Studies.

## Year 10 Subject Options Blocks 2022 - 2023

Students must choose one subject from each (I)GCSE Block A - F. For Science, you must choose either Combined Science (x2) or Physics, Chemistry and Biology.

Block A	Block B	Block C	Block D	Block E	Block F
Curriculum Support	Dance	Combined Science	Combined Science	Art	Geography
Spanish	Food Technology	Physics	Chemistry	Biology	History
French	Physics	Chemistry	Biology	Music	Creative Digital Media
German	Computer Science			PE	Engineering
Mandarin	Drama			Drama	Textiles
Art	Music			DT	EAL
Geography	History			Geography	Spanish
	DT				Religious Studies
					PE
No choice – add comment below	No choice – add comment below	No choice – add comment below	No choice – add comment below	No choice – add comment below	No choice – add comment below
Comments:					

Figure 3: (I)GCSE/ BTEC Subject Blocks, November 2021 (Please note these are subject to change.)

- Please note, for **Science**: either Combined Science or Triple Science must be chosen. Please consult the Science department for advice – email addresses for each teacher can be found in the subject pages that follow.
- For **Languages**: students must choose at least one language. Curriculum Support may be chosen for those students who have special permission from Keeley Toms, Head of ILC.
- **EAL**: Students who have been receiving EAL (English as an Additional Language) lessons must select to follow EAL as one of their options. Please consult Harriet Custance, Head of EAL, beforehand.

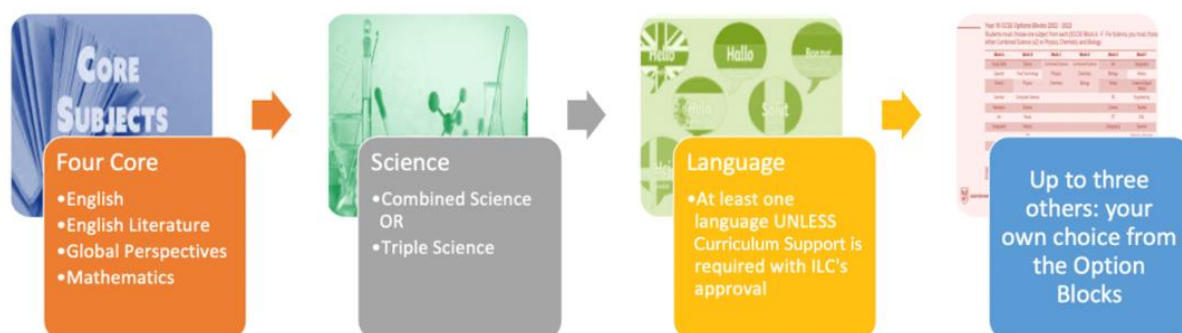


Figure 4: Summary of Years 10 and 11 subject choices

Whilst we endeavour to satisfy all subject option choices, some may only be possible dependent on class size and other constraints.

## Careers

Choosing options for Years 10 and 11 is exciting and likely to be the first time that students have had a choice in what and how they would like to study. The key thing to remember is that if you are not sure what you would like to do in the future, try to select broad and balanced options which allow you to develop transferable skills. You are also likely to do better if you choose subjects you enjoy.

Some students may already have ideas about future university, apprenticeships and careers. It is equally important to research requirements for any chosen course, some of which are below, based on evidence available at the time of writing this booklet.

Career / Course	Subject Requirements
Medicine, Dentistry, Veterinary Science	Will expect three separate sciences at GCSE.
Architecture	Will expect DT or Art and commonly Physics.
Law	No specific subjects, although languages and humanities along with strong overall performance at GCSE are expected.
Creative Subjects	Will typically expect a student to have chosen to take the subject at GCSE.

NB. This is not an exhaustive list and there are variations across universities.

**Figure 5: Examples of some key University requirements, current at November 2021**

Please remember: there are lots of people here to support you in your choices, so please do get in touch if you need any help from our Head of Careers [sallysaunders@leightonpark.com](mailto:sallysaunders@leightonpark.com).



## Current Academic Pathways in the Sixth Form

Choosing Subject Options now will have an impact on the future. The Sixth Form at Leighton Park *currently* offers a rich choice of the A Level route, CTEC Sport, BTEC Music Technology as well as the IB Diploma Programme,

A brief glimpse of the current Sixth Form, 2021, can be seen in the diagram below, further details of which can be seen in the Sixth Form section of our website.

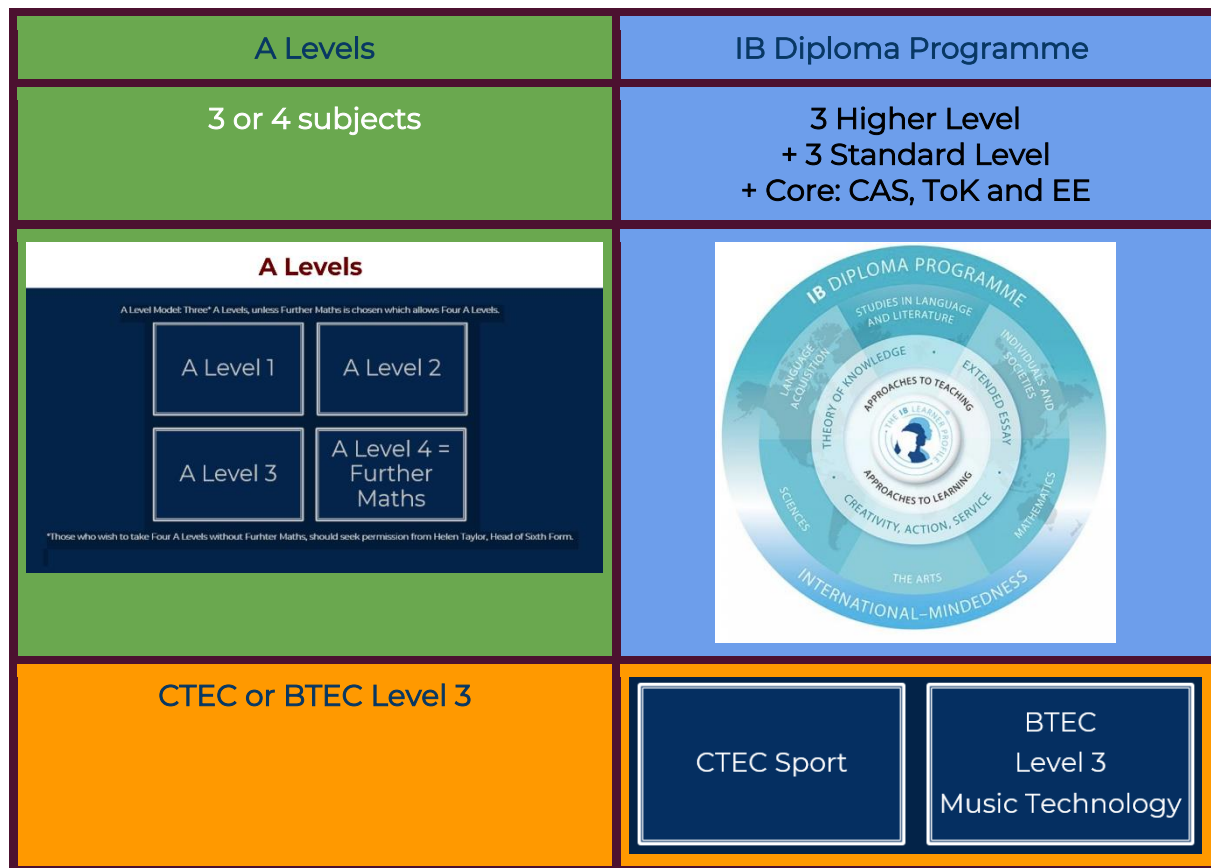


Figure 6: Current Academic Pathways in the Sixth Form



## Key Contacts

**Your child's Personal Tutor is the first port of call for queries and conversations.**

For further specific contact, please see the table below with key email addresses, the emails for specific Heads of Departments detailed in the following pages.

For general contact, please contact our School Office at [schooloffice@leightonpark.com](mailto:schooloffice@leightonpark.com), who will forward your email to the relevant person(s).

Key Contacts		
Role	Name	Email Address
Tutor: Subject Combination Advice	Names	name@leightonpark.com
Head of Department: Subject Specific Information	Specific names and emails in the following pages.	name@leightonpark.com
Head of Year 9 and Head of Careers	Sally Saunders	sallysaunders@leightonpark.com
Head of Years 10, 11 and Pre-6th	Bev Eldridge	beverleyeldridge@leightonpark.com
Head of Sixth Form and IB	Helen Taylor	helentaylor@leightonpark.com
Assistant Head: Director of Studies: Subject Blocks and Timetable	Mary Boyd	maryboyd@leightonpark.com
Deputy Head Academic	Alex Wallace	alexwallace@leightonpark.com

**Figure 7: Key contacts**



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# Core Subject: English Language IGCSE

Matthew Taylor: Head of English  
[MatthewTaylor@leightonpark.com](mailto:MatthewTaylor@leightonpark.com)

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 persuasive 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 may also undertake 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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Matthew Taylor: Head of English  
[MatthewTaylor@leightonpark.com](mailto:MatthewTaylor@leightonpark.com)

Exam Board: Edexcel  
Syllabus Code: 4ET1

Paper 1: Poetry & Modern Prose	
Weighting	60% of the whole IGCSE
Format	2 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

The texts for study are currently:

## Literary Heritage

Romeo & Juliet – William Shakespeare

## Modern Prose

A choice of one prose text:

Of Mice & Men – John Steinbeck

To Kill a Mockingbird – Harper Lee

Things Fall Apart – Chinua Achebe

The Whale Rider – Witi Ihimaera

The Joy Luck Club – Amy Tan

## Modern Drama

The Curious Incident of the Dog in the Night-time – Adapted for the stage by Simon Stephens

## Poetry

A range of poems drawn from the published Edexcel anthology.

# Core Subject: Mathematics IGCSE

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**Mary Boyd: Head of Mathematics**

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

**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.

For further information:

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Mathematics%20A/2016/Specification%20and%20sample%20assessments/International-GCSE-in-Mathematics-Spec-A.pdf>

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.

**For Additional Maths:**

It is designed for learners who are likely to be high achieving at GCSE (9-1), providing an excellent preparation for AS, A level and IBDP study. It attracts up to 10 UCAS points in the new tariff.

For further information:

<https://www.ocr.org.uk/qualifications/fsmq/additional-mathematics/>

# Core Subject: Global Perspectives IGCSE

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Richard Duckett: Subject Lead  
[RichardDuckett@leightonpark.com](mailto:RichardDuckett@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 teamwork, 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.

- Investigating the link between globalisation and Somali Pirates, constructing websites, supporting charitable causes 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 core skills; knowledge of content is not assessed. Each topic however encompasses issues of global importance.

Students will complete three components:

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

Candidates will answer four compulsory sections. Questions are based on sources and will vary from 1 mark to a longer 24 mark answer. The sources will present a global issue from different perspectives, 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 externally marked.

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

Candidates devise and develop a collaborative project into an aspect of one topic from 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:

Team Element      200 – 300 words

Personal Element    750 – 1000 words

This component is internally assessed and internally 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 finish Component 3 up to half term. Component 2 will be completed by the middle of the Spring term, so that Component 1 can be revised in preparation for the written exam in June.



# Option: Curriculum Support

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Keeley Toms: Head of Individual Learning Centre

Jenny Powlesland, Assistant Head, Teaching and Learning

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

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

The 'Curriculum Support' 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 Curriculum Support 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 Curriculum Support 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 Curriculum Support 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 Curriculum Support Course must first consult with Keeley Toms SENDCO.

# Option: Art and Design GCSE

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Mark Wood: Head of Art and Design  
[MarkWood@leightonpark.com](mailto:MarkWood@leightonpark.com)

Exam Board: AQA  
Syllabus Code: 8201

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. Through exploring the Art, Craft and Design course students are able to encompass and develop a range of skills, processes and approaches within their artistic practice, preparing them well for courses of further study at a high level.

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

**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:

- Topic B1:** cell level systems: structures of cells, respiration and photosynthesis
- Topic B2:** scaling up: suppling the cell and challenges of size, gaseous exchange surfaces and transport systems
- Topic B3:** organism level systems: co-ordination and control, the hormonal and nervous systems and maintaining internal environments
- Topic B4:** community level systems: ecosystems, biotic and abiotic factors, relationships between organisms, adaptations to the environment
- Topic B5:** genes, inheritance and selection: inheritance, natural selection and evolution
- Topic B6:** 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

David Hammond: Acting Head of Chemistry  
until April 2022  
[DHammond@leightonpark.com](mailto:DHammond@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

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David Hammond: Head of Science

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

Gemma Sims: Head of Biology

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David Hammond: Acting Head of Chemistry

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Simon Booth: Head of Physics

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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	<b>BIOLOGY</b>
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	<b>CHEMISTRY</b>
Topic P1: Matter Topic P2: Forces Topic P3: Electricity and magnetism Topic P4: Waves and radioactivity Topic P5: Energy Topic P6: Global challenges	<b>PHYSICS</b>

# 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: J277**

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 & Media  
Daniel Fisher Wienesen: Teacher of Music & Media

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[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:</p> <ul style="list-style-type: none"> <li>• audio/moving image (TV programmes, films, video shorts, animations radio broadcasts)</li> <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.</p> <p>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: Subject Lead of Dance**  
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**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. You will be expected to rehearse independently in your own time.

**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 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**

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**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 2021 - 2023

**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 of 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**

## Is this the right subject for me?

The course requires students to be confident in Mathematics. We would recommend that students opting for this subject have the potential to achieve a grade 7 or over in IGCSE Mathematics. Additionally, an enjoyment of Physics and an understanding of basic computer programming and/or computational thinking would be highly beneficial.

## What will I learn?

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
- 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
- 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 given brief set by AQA (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: English as a Second Language (ESL) IGCSE

Harriet Custance: Head of English as an Additional Language

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Exam Board: Edexcel

Syllabus Code: 4ES1

The English as a Second Language IGCSE course requires students to communicate formally and informally in a range of contexts, and to understand a wider range of texts, styles and registers than they can produce themselves. The aim of the Edexcel International GCSE in English as a Second Language (ESL) is to test English language competence through realistic and contextualised tasks based on authentic texts.

Students develop the ability to:

- read for both gist and detail
- write in response to a given situation

- listen to a complex argument or discussion, understand the overall message and identify attitudes and opinion
- participate in extended discussion

This course builds a foundation for students wishing to progress to further study in English speaking environments. It is a linear qualification, examined through external assessment at the end of the course. Students also need to complete a Spoken Language activity which forms part of the qualification but does not count towards the final grade.

In addition to the IGCSE ESL, EAL students may have the opportunity to sit the internationally recognised Cambridge examinations (either First Certificate in English or Cambridge Advanced Examination). These exams are taken at a nearby centre and cost approximately £120.

<b>Paper 1: (4ES1/01)</b>  2-hour examination	<b>Reading</b>          <b>Writing</b>	Weighting: 66.7% of the whole IGCSE <ul style="list-style-type: none"> <li>• Part 1 – Skimming and scanning skills.</li> <li>• Part 2 – Read for both gist and detail.</li> <li>• Part 3 – Read for both gist and detail, follow a line of argument or discussion, and</li> <li>• identify attitudes and opinions in the text.</li> <li>• Part 6 – Read for details to be included in the summary writing (see Writing section below)</li> <li>• Part 4 – Short piece of writing in response to a given situation. The writing can take the form of a letter, email or postcard and students may have to both provide information and ask for required information.</li> <li>• Part 5 – Factual piece of writing based on own knowledge and interests. The writing can take the form of a report or article.</li> <li>• Part 6 – Respond to one or two short texts, approximately 500 words in total, and produce a summary for a given purpose and reader.</li> </ul>
<b>Paper 2: (4ES1/02)</b>  50 minutes examination	<b>Listening</b>	Weighting: 33.3% of the whole IGCSE <ul style="list-style-type: none"> <li>• Part 1 – Listening to short extracts; identifying the item, place or event being described.</li> <li>• Part 2 – Listening for detailed information.</li> <li>• Part 3 – Following a discussion or argument; identifying attitude and opinions of speakers; following instructions.</li> <li>• Part 4 – Listening to a complex argument or discussion; understanding the overall message; identifying attitudes and opinion.</li> </ul>
<b>Paper 3:</b>  A recorded assessment lasting 9-12 minutes	<b>Speaking</b>	Weighting: 0% of whole IGCSE <ul style="list-style-type: none"> <li>• Part 1 – Introductory interview with student (2-3 minutes).</li> <li>• Part 2 – Student talk (1-minute preparation, plus a talk of 1-2 minutes).</li> <li>• Part 3 – Extended discussion (5-6 minutes).</li> </ul>

# Option: Food Preparation and Nutrition GCSE

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Mark Smith: Head of Design Technology  
Jennie Hatton: Teacher of Preparation and Nutrition

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[JennieHatton@leightonpark.com](mailto:JennieHatton@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.

Please refer to the video link for further information: <https://bit.ly/LPFoodTech>

## 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**  
**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

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

"So many of the world's current issues, at a global scale and locally, boil down to geography, and need the geographers of the future to help us understand them."  
Michael Palin

For students who are curious about the real world outside the classroom, Geography provides opportunities to deepen their understanding of the complex planet on which they live. IGCSE Geography increases knowledge and confidence in dealing with challenging issues of both the physical and human environment, building on the work studied at Key Stage 3.

Students will enjoy the scope of the work they cover, the insights it provides into understanding the world around us and the contemporary nature of the issues it touches upon and tackles. This ensures that students will never have to look far to see the relevance of this subject to their day-to-day lives and the future they will inhabit.

Studying Geography provides students with a wide range of valuable and transferable skills, not only for their further academic studies, but also into the workplace. The EDEXCEL IGCSE Geography specification particularly provides the opportunity to develop students' map skills, (including GIS), analysis, problem-solving, debate and decision making, as well as hands-on fieldwork during a two-night residential trip to Margam Park Field Studies Centre in South Wales\*. 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 (but in no way limited to) Politics, Economics and Business.

To enhance student learning, we use the school grounds and local area to bring physical processes to life, as well as topical case studies and examples to ensure the course is up-to-the-minute and engaging. We aim to inspire and enthuse our students through our delivery 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	<p>This examination is 1hr 10 minutes.</p> <p>Students complete a variety of multiple choice, short answer, data response and more open-ended questions</p> <p>It is divided into two sections:</p> <p><b>Section A</b> River environments &amp; Coastal environments</p> <p><b>Section B</b> Practical geographical investigation* of River environments</p>
Paper 2 – Human Geography	<p>This examination is 1hr 45 minutes.</p> <p>Students complete a variety of multiple choice, short answer, data response and more open-ended questions</p> <p>It is divided into three sections:</p> <p><b>Section A</b> Economic activity and energy &amp; Urban environments</p> <p><b>Section B</b> Practical geographical investigation* of Urban environments</p> <p><b>Section C</b> Development and human welfare</p>

\*The fieldwork investigations students undertake on their residential trip will provide the knowledge and experience necessary to answer the 'section B' elements of both their final examinations.

# Option: German IGCSE

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**Didier Descamps: Head of MFL**  
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**Exam Board: Cambridge**  
**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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Helen Tatlock: 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 Vietnam Conflict, 1945 - 1975**

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: Music GCSE

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Exam Board: (WJEC) 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: Physical Education GCSE

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Jeremy Belas: Director of Sport, PE and Wellness

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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.



# Option: Physics GCSE

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Simon Booth: Head of Physics  
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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.

# Subject: Religious Studies GCSE

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Stephen Taynton: Head of Philosophy,  
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**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 versus 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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**Exam Board: Cambridge**  
**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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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.

## NOTES

