



**LEIGHTON PARK**  
FOUNDED 1890

## SIXTH FORM COURSE OPTIONS

- A Level
- International Baccalaureate  
Diploma Programme

2022 - 2024



LEIGHTON PARK

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### Please Note:

- 1) Entry to a subject may be considered where an applicant has not met the subject-specific (i)GCSE grade requirement but has an evidence-based track record of performance at the required level during Years 10 and 11.
- 2) We must reserve the right not to run a subject if very few students opt for it from the Subject Blocks.
- 3) Students should choose three A Levels or four, if further Mathematics is chosen. Deviations from this should be discussed with the Head of Sixth Form.



LEIGHTON PARK

## Sixth Form Study at Leighton Park School

The Sixth Form at Leighton Park is a busy, exciting and rewarding time; the point in your education where you begin to take responsibility for your own learning. Whether you chose to study the International Baccalaureate or A levels, this will be two years of hard work as you prepare for higher education, developing as an independent learner and making decisions about your next steps.

Now is the time to begin selecting your subjects: you may continue with some you are particularly enjoying at GCSE level, but others may be new to you, like politics, psychology, economics or business. To help you make your choice, take the opportunity to speak to teachers of these subjects as well as to me and to your tutor, research them by reading this booklet and by following the links on each subject page. You may have already decided on both your course and your subjects or you may need to spend a considerable time in thought and discussion before you make your final choice. At Leighton Park we ask you to choose subjects freely and then we design a timetable around those combinations. This gives students a lot more freedom, but obviously some more obscure combinations may not be possible in the timetable created and late changes of subject will need to fit the timetable. That said, we chose to design the timetable in this way as it gives the majority of students exactly the Sixth Form curriculum they want to study.

Sixth Form study is very different to GCSE work in Year 11:

- You will have study periods where you can work on prep, revision or

wider reading in your curriculum areas.

- The work requires more independent study
- Classes are usually smaller
- Relationships with both teachers and classmates become more collaborative as you work together within and outside of lessons

There will also be many opportunities for involvement in a wide range of extra-curricular activities from sport, music and drama to Gold Duke of Edinburgh's Award and trips to Uganda and Tanzania.

**Entry into the Sixth Form requires a minimum of five GCSE/iGCSE passes at Level 6 or above.** That this is not an unduly high bar reflects our Quaker ethos, students who can access the academic programmes we offer are welcome and most, if not all, of our Year 11 students will make this requirement with ease. Please note specific requirements for individual subjects shown in the table on page 5.

Consider carefully which programme will suit you better. A deeply-held interest in a range of related subjects: the sciences for example, or history, English and RS, suggests an A level course. The IBDP suits students who, for example, enjoy all subjects or those who might benefit from more time in lessons and less emphasis on independent learning. It is important to consider both and decide upon the one that is most appropriate.

You may need to take some time to decide upon your Sixth Form curriculum; remember that your teachers, tutors and HMs will be able to give you valuable advice, and my door is always open.



## Summary Table of Specific Subject Requirements

The table below summarises the GCSE/iGCSE entry requirements to study specific subjects at A Level and or IB. Further information is also detailed in this booklet for each subject on the subsequent pages

Subject	Specific Entry Requirements	A Level	IB
Art	a grade 6 required in Art	✓	✓
Biology	a grade 6 in Biology or 7 in Combined Science	✓	✓
Business	a grade 6 in English and Maths	✓	X
Chemistry	a grade 7 in Chemistry or 8 in Combined Science	✓	✓
Computer Science	a grade 6 in Computing or an aptitude for programming	✓	X
Dance	a grade 6 in Dance	✓	X
Design and Technology Product Design	a grade 6 in Design and Technology	✓	X
Digital Film and Video Production Level 3 (BTEC)	Previous knowledge of Music tech desirable – grade 6 in GCSE Music an advantage	BTEC	
Digital Music Production (BTEC)	Previous knowledge of Music tech desirable	BTEC	
Drama and Theatre Studies	a grade 6 in Drama	✓	✓
Economics	a grade 6 in English and Maths	✓	✓
English Literature	a grade 6 in English Literature and English Language	✓	✓
French	a grade 6 in French	X	✓
Further Mathematics	A grade 8 in Maths. An additional standalone qualification in Maths is also desirable	✓	X
Geography	a grade 6 in Geography	✓	✓
German	a grade 6 in German	✓	✓
History	a grade 6 in History	✓	✓
Mandarin	a grade 6 in Mandarin	X	✓
Mathematics	a grade 7 in Maths	✓	✓
Music	An in-depth knowledge of Music. Grade 5 Theory desirable	✓	✓
Physics	a grade 6 in Physics or a grade 7 in Combined Science and ideally a grade 7 in Maths	✓	✓
Politics	a grade 6 in English	✓	
Psychology	a grade 6 in English and Maths	✓	✓
Religious Studies/Philosophy	a grade 6 in English and Maths	✓	✓
Spanish	a grade 6 in Spanish	X	✓
Sport & Physical Activity	a GCSE in Physical Education is desirable	CTEC	



## Sixth Form A Level Subject Option Blocks for the academic year September 2022 to August 2023.

Typically, three A Levels are chosen. Four A Levels may be chosen if Further Mathematics is one of them (for example, Further Mathematics, Mathematics, Physics and Economics). Any deviation from this should be made with permission from the Head of Sixth Form, Helen Taylor ([helentaylor@leightonpark.com](mailto:helentaylor@leightonpark.com)).

Only one subject may be chosen from each subject block, with a maximum of four from Blocks A to D. Changes may be made within blocks after initial choices are made, subject to availability.

### A Level Options Blocks 2022 - 2023

- Step 1: Please choose your desired three A Level choices, one from A, B, C or D
- Step 2: Only those choosing Further Mathematics may do four A Levels
- Permission must be obtained from Helen Taylor, Head of Sixth Form for any deviations.

Block A	Block B	Block C	Block D
Art	Biology	Business	Chemistry
Biology	Chemistry	Economics	Economics
Business	Comp Sci	English	English
Drama	CTEC Sport	Geography	Further Maths
History	Design Technology	Physics	Politics
Maths	Geography	Maths	Religious Studies
Physics	Maths	Music	Digital Film and Video
Psychology	Digital Music Production		
	Psychology		

### A Level Option Blocks 2022-2023

# ART, CRAFT & DESIGN

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**Head of Department: Mark Wood**  
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**Exam Board: AQA**

## **Will the course suit me?**

You should be creative and interested in developing further your artistic skills and knowledge of art and design. You should be willing to participate actively in your area of study, recognising and developing your own strengths in the subject, whilst identifying and sustaining your own lines of enquiry. Level 6 or above in GCSE Art & Design is essential.

## **Course Description**

Art, Craft, Design covers a range of disciplines within fine art, ceramics, textiles, photography, 3D design and graphic communication. Over the two year programme you are required to explore two distinct components for assessment – one coursework component and one externally set task..

Component 1 requires you to produce work within two or more of these disciplines, while for Component 2 you are required to produce work in just one or more of these disciplines.

At A Level (A2) the course is divided into two components. The Personal Enquiry (Component 1\*) is worth 60 %

\*This component is integrated with a written element of no more than 3000 words.

The Externally Set Task (Component 2) is worth 40%.

The externally set task at both levels will culminate in a time-controlled outcome.

On the whole, it is expected that students have had at least two years prior experience of art and design or textiles. It is advised that a grade B, or at least level 6 or above is achieved at GCSE or the equivalent in order to make swift progress in Lower Sixth.

In all components, you have the opportunities to develop your skills across a range of media and to specialise in certain areas. An evolving portfolio of work within the chosen media is presented for moderation, which should include content within two of the following disciplines:

## **Fine Art**

Drawing, painting, sculpture, printmaking, photography, film, video or television

## **Graphics**

Communication, computer graphics, illustration, web design, advertising, film, video or television

## **Three-Dimensional Design**

Ceramics, Sculpture, theatre, TV or film design, exhibition design, interior, product or environmental design

## **Photography**

Portraiture, documentary, photojournalism, environmental photography, still life or experimental imagery in digital or 35 mm format

## **Textile Design**

Fashion, printing, construction, embellished surfaces

## **Benefits of the course**

The course will encourage you to develop further:

- Imaginative, creative and intuitive powers;
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement;
- Knowledge and understanding of art, craft and design in contemporary society and in other times and cultures;
- A strong foundation in some of the aspects required and explored at a higher level in the creative field.

## **Outside the classroom**

Gallery/Museum visits. Overseas trips, previous destinations – Bilbao, Paris, Madrid and Barcelona, Venice, Florence and Rome, Prague, Vienna and Budapest.

## **Further Opportunities**

A one-year Art Foundation course is usually the preferred and most beneficial route to a chosen Arts Degree subject. Past LP students have gone on to become fashion, graphic, interior and product designers; painters, printers and sculptors; paparazzi and studio photographers; film makers and animators; set designers, ceramicists and architects.

# BIOLOGY

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Head of Department: Gemma Sims  
[gemmasims@leightonpark.com](mailto:gemmasims@leightonpark.com)

Exam Board: OCR (Biology A)

## Will this course suit me?

You will need an interest in the biology of animals, plants and microbes and be able to adopt a scientific approach. You will also require good organisational and time management skills as there is a lot of content to cover in the course.

## Course description

This is a very interesting specification. Some parts build upon work covered at GCSE, other concepts are completely new. Each topic covers a different key concept of Biology and then considers its applications. The teaching of practical skills is an important part of the course and will be covered as a series of non-examinable practicals over the two-year course.

The full A Level comprises the following modules:

- Module 1: Development and practical skills in Biology
- Module 2: Foundations in Biology
- Module 3: Exchange and transport
- Module 4: Biodiversity, evolution and disease

Module 5: Communication, homeostasis and energy

Module 6: Genetics, evolution and ecosystems

## Benefits of the course

Biology combines well with other science subjects, Maths, Geography and Psychology as well as being an accessible science subject for students whose other AS choices are more arts or language based. The course teaches a range of practical skills and applies concepts to work-place examples in food science, ecology, farming and biotechnology.

## Outside the classroom

There will be a residential field trip at the end of the Lower Sixth year to Orierton Field Centre, Pembrokeshire. This does involve an additional cost but gives the opportunity to complete some of the practical skills which form part of the practical endorsement. It gives students the opportunity to develop their ecological skills in a variety of habitats including sand dunes, rock pools, streams and forests.

## Further opportunities

Biology can lead to degree choices from anatomy to zoology and careers from medicine and microbiology to optometry and oceanography based anywhere from a laboratory to the Antarctic!

## Assessment

There are three papers and a practical endorsement. The practical endorsement is a non-exam assessment.

Biological processes	2 hours 15 minutes	37% of A Level
Biological diversity	2 hours 15 minutes	37% of A Level
Unified Biology	1 hour 30 minutes	26% of A Level
Practical endorsement	reported separately as a pass or fail but does not contribute to the overall examination grade	



# BUSINESS

**Head of Department: Michael Liggins**  
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**Exam Board:** Edexcel A level

## Will the course suit me?

A level Business introduces students to the fundamental principles of business management, enabling students to assess for example why a company like Zara became a multinational success at a time when other clothes retailers were disappearing from the high street. A Level Business students should be motivated, hardworking, have an inquisitive mind, and enjoy being able to link theories and ideas from the classroom to real life examples. No prior knowledge is required, just an interest in the subject.

## Course description

The A Level syllabus content is divided into four themes. The four themes cover the

main functional areas of a business, which include: marketing, human resource management, operations management, finance and accounting, as well as business strategy and international business management..

## Outside the classroom

Students have the opportunity to set up a business in school through the Ethical Enterprise Co-Curricular Club. This Club also offers the opportunity to take part in an Ethical Investment Club.

## Future opportunities

Many of our students go on to study Business Management and International Business Management at UK and international universities.

Topic	Content
<b>Theme 1</b> Marketing and People	<ul style="list-style-type: none"><li>• meeting customer needs</li><li>• the market</li><li>• marketing mix and strategy</li><li>• managing people</li><li>• entrepreneurs and leaders</li></ul>
<b>Theme 2</b> Managing Business Activities	<ul style="list-style-type: none"><li>• raising finance</li><li>• financial planning</li><li>• managing finance</li><li>• resource management</li><li>• external influences</li></ul>
<b>Theme 3</b> Business Decisions and Strategy	<ul style="list-style-type: none"><li>• business objectives and strategy</li><li>• business growth</li><li>• decision-making techniques</li><li>• influences on business decisions</li><li>• assessing competitiveness</li><li>• managing change.</li></ul>
<b>Theme 4</b> Global Business	<ul style="list-style-type: none"><li>• globalisation</li><li>• global markets and business expansion</li><li>• global marketing</li><li>• global industries and companies (multinational corporations).</li></ul>

## Assessment

Component	Assessment	Duration	Weighting
Paper 1	Marketing, people and global business	2 Hours	35%
Paper 2	Business activities, decisions and strategy	2 Hours	35%
Paper 3	Investigating Business in a competitive environment	2 Hours	30%



# CHEMISTRY

Acting Head of Department: David Hammond  
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Exam Board: OCR

## Will the course suit me?

Some of you will need to study Chemistry in order to fulfil entrance requirements for your chosen university courses. Otherwise, if you like practical work, have a curiosity about the world around you or just enjoy Chemistry, then this course is worth considering.

## Benefits of the course

This course will not only develop your practical and manipulative skills, but also encourages imaginative and critical thinking. It combines well not only with Physics, Biology, Maths and Geography, but with subjects such as History or English.

Students will be advised of relevant external events that will support their studies and

visits may be arranged on appropriate occasions.

## Outside the classroom

Visits to Reading University  
Day study courses  
Chemistry Olympiad

## Future opportunities

Chemistry is an obvious choice for those of you wanting to study Medicine or Veterinary courses. Other possible careers, courses or areas of interest include Biochemistry, Biotechnology, Chemical Engineering, Material Engineering, Environmental Research, Pharmacy, Nutrition, Solid State electronics, Nanotechnology, Polymers, Drug design and Genetic research.

A Chemistry degree is good training for a variety of careers, not just in science and engineering. The skills learnt at university are highly transferable and Chemistry graduates often make successful accountants, lawyers, politicians and business entrepreneurs.

## Course Description

Module 1 – Development of Practical Skills	This module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course
Module 2 – Foundations in Chemistry	Atoms, compounds, molecules and equations; amount of substance; acid–base and redox reactions; electrons, bonding and structure
Module 3 – Periodic table and Energy	The Periodic Table and periodicity; group 2 and the halogens; qualitative analysis; enthalpy changes; reaction rates and equilibrium
Module 4 – Core Organic Chemistry	Basic concepts; hydrocarbons; alcohols and haloalkanes; organic synthesis; analytical techniques (IR, MS)
Module 5 – Physical Chemistry and transition elements	Reaction rates and equilibrium; pH and buffers; enthalpy, entropy and free energy; redox and electrode potentials; transition elements
Module 6 – Organic Chemistry and analysis	Aromatic compounds; carbonyl compounds; carboxylic acids and esters; nitrogen compounds; polymers; organic synthesis; chromatography and spectroscopy (NMR)

## How is this qualification assessed?

Paper 1	Assesses the content from Modules 1, 2, 3 and 5	2 hours 15mins	37%
Paper 2	Assesses the content from Modules 1, 2, 4 and 6	2 hours 15mins	37%
Paper 3	Assesses the content from Modules 1 to 6	1 hour 30min	26%

# COMPUTER SCIENCE

Head of Department: Chris Price  
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Exam Board: OCR

## Will the course suit me?

The Computer Science qualifications are aimed at students who value computational thinking, helping students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. Students will be required to utilise high level of Mathematics, analytical thinking, organisational and time management skills.

## Course description

The A Level comprises of three components over two academic years. An overview of the components is as follows.

### Component 1: Computer Systems –

- **Characteristics of contemporary processors, input, output, and storage devices** – structure and function of the processor; types of processor; input, output, and storage
- **Software and software development** – systems software; applications generation; software development; types of programming language
- **Exchanging data** – compression, hashing, encryption; databases; networks; web technologies
- **Data types, data structures, and algorithms** – data types, data structures, and Boolean Algebra
- **Legal, moral, cultural, and ethical issues** – consideration of legislation, artificial intelligence, environmental effects, and censorship of the Internet among other topical issues.

### Component 2: Algorithms and Programming

- **Elements of computational thinking** – understand what is meant by thinking abstractly, ahead, procedurally, logically, and concurrently.
- **Problem solving and programming** – focusing on programming techniques and constructs, and computational methods.
- **Algorithms** – consideration of analysing and designing algorithms, methods of determining the efficiency of different algorithms, and learning standard algorithms such as sorting, searching, and shortest path algorithms.

### Component 3: Programming Project

The project involves a user-driven problem of an appropriate size and complexity to solve. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation.

### Benefits of the course

The course is relevant to the modern and changing world of Computing, and they will also be relevant to Higher Education courses in Computer Science, Maths, and Physics in particular, while providing a good grounding for other subject areas that require computational thinking and analytical skills.

### Outside the classroom

Students will be invited to a range of enrichment opportunities with leading global IT and Computer Science organisations.

## How is this qualification assessed?

Component	Assessment	Weighting	Marks & duration
1. Computer Systems	Externally marked question paper	40%	140 marks/2 hr 30 mins
2. Algorithms and programming	Externally marked question paper	40%	140 marks/2 hr 30 mins
3. Programming project	Internally assessed, externally moderated	20%	70 marks

# DANCE

Lead Teacher: Beth Butler  
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Exam Board: AQA Exam Code: 7237

## Will the course suit me?

The role of dance in young people's lives is important and becoming ever more so. You will be able to explore dance technique and practitioners in relation to the following dance styles; jazz, ballet, contemporary and modern dance. This course has some set content for you to learn that you will find relevant and exciting. The course includes professional dance work from a wide range of choreographers. You can perform a solo after careful selection of a dance practitioner and choreograph a piece of choreography on a group of dancers.

## Course Description

The A Level Dance specification requires students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience of:

- technical and performance skills
- the process and art of choreography
- the interrelationship between the creation, presentation and viewing/appreciation of dance works
- the development of dance placed within an artistic and cultural context

- professional dance works and the significance of these works
- subject specific terminology and its use.

## Benefits of the course

Knowledge, understanding and skills will be developed and demonstrated within performance, choreography and critical engagement with the study of professional repertoire located within specific areas of study. The study of professional dance works, within the areas of study, promotes the integration of theory and practice and underpins students' own approaches to performance and choreography.

Areas of study provide students with the opportunity to investigate the key changes in the development of dance linked to a genre(s) and allow students to demonstrate contextual understanding through written communication and performance.

## Future Opportunities

A Level Dance is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers and will help them stand out in the workplace whatever their choice of career.

Component 1 – Performance and choreography	
What is assessed? <ul style="list-style-type: none"><li>• Solo performance linked to a specified practitioner within an area of study</li><li>• Performance in a quartet</li><li>• Group choreography</li></ul>	How is it assessed? <ul style="list-style-type: none"><li>• Practical exam</li><li>• 80 marks</li><li>• 50% of A-level</li></ul>
Component 2 – Critical engagement	
What is assessed? <p>Knowledge, understanding and critical appreciation of <b>two</b> set works.</p> <ul style="list-style-type: none"><li>• <b>One compulsory</b> set work within the compulsory area of study</li><li>• <b>One optional</b> set work within the corresponding area of study, from a choice of four.</li></ul>	How is it assessed? <ul style="list-style-type: none"><li>• Written exam: 2 hours 30 minutes</li><li>• 100 marks</li><li>• 50% of A-level</li></ul>

# DESIGN AND TECHNOLOGY PRODUCT DESIGN

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Head of Department: Mark Smith  
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Exam Board: Edexcel

## Will the course suit me?

Students considering taking the subject should enjoy designing and working with resistant materials and be able to produce quality products. Students should be conversant with 3D Computer Aided Design software, ideally Solidworks. The ability to work independently is necessary. As the course includes a great deal of theory work, the ability to study and complete detailed written work to deadlines is essential. Level 6 or above in GCSE Design and Technology: Resistant Materials Technology, or a related subject such as Graphic Communication or Engineering is essential.

## Course description

The course aims to allow students to increase their knowledge and understanding of design and technological processes, to recognise the social, moral and cultural values inherent in design and technological activity, to develop their creativity and technological capability and to produce high quality products.

## Assessment

Component	Assessment	Weighting	Marks & duration
1. Principles of Design and Technology	Externally marked question paper	50%	120 marks/2 hr 30 mins
2. Independent Design and Make Project	Internally assessed, externally moderated portfolio and artefact	50%	120 marks

## Benefits of the course

Product Design helps develop a broad range of transferrable skills, such as problem solving, planning, and evaluation, communication and teamwork. Students will undoubtedly also develop life-long practical skills as well as the ability to express themselves creatively. Students are being prepared for jobs of the future by learning cutting edge skills and appreciating how these roles fit into a global society.

## Outside the classroom

- Trip to 100% Design, Olympia, London
- Trip to New Designers Exhibition, Business Design Centre, London
- Trip to Mini Plant, Oxford
- Design Museum, Kensington, London

## Future opportunities

Previous students undertaking Design & Technology: Product Design have gone on to careers in Mechanical Engineering, Automotive Engineering, Aeronautical Engineering, Architecture, Interior Architecture, Product Design, Advertising, Fine Art, Film & Set Design and Ceramics to name but a few.

# DIGITAL FILM & VIDEO PRODUCTION - LEVEL 3 (BTEC)

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Head of Department: Rosemary Scales  
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Course Lead: Daniel Fisher-Wienesen  
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Exam Board: Pearson

## Will the course suit me?

This qualification is designed to provide a technical introduction to digital film and video production. Students develop skills in areas such as single and multi-camera techniques, stop motion and film editing. This qualification is aimed at students who are looking to progress to the Creative Industry.

## Course description – Digital Film and Video Production

There are **two** mandatory units, one internal and one external:

- **Digital Media Skills** (Externally moderated): Students will learn how to work to a client brief relating to a specific media sector and its associated digital skills.
- **Film Production – Fiction** (Internally moderated): This unit will focus on the process of producing a short narrative film or film extract that uses generic conventions. In this unit, you will investigate how conventions of narrative storytelling are used by filmmakers, looking at formats and generic conventions. You will then prepare for a film production by creating and gathering the materials and preparing the cast and crew. You will need to bring together a range of elements to successfully produce your product: camera, lighting, acting, direction and sound during the production phase, and successfully use post-production techniques to deliver a final outcome.

Students then complete **three** optional units chosen from:

- **Single Camera Techniques** (Internally moderated): This unit will explore the techniques needed to produce a single camera production. In this unit, you will focus on the techniques of using a single camera to capture high-quality footage

to create a narrative production. You will produce recorded material demonstrating your use of advanced camera techniques, including movements, different mounting options and make selections from this material to produce appropriate footage for a single camera production.

- **Film Editing** (Internally moderated): Students will explore the purposes and techniques of editing for film and television and develop skills in different editing tools to produce a final, edited sequence. In this unit, you will learn about the development of different editing purposes, conventions and techniques. You will develop skills in digital editing techniques and create a final, edited sequence for a specific purpose;
- **Sound Recording** - Students will explore the theory and practice of sound recording, both in interior and exterior environments, and record their own examples of soundtracks for identified purposes. The importance of recorded sound for media products is central to the complete understanding of the content. Sound, in the form of dialogue, creates mood, emphasis, tone and focuses the audience's attention on the action. Clarity and quality is vital for sound in all its applications. In this unit, you will be introduced to theoretical concepts of sound recording, equipment used and the techniques to use it. You will look into recording challenges in interior and exterior locations, and you will demonstrate your understanding by recording sound for a variety of purposes and set outcomes.
- **Multi Camera Techniques** (Internally moderated): This unit focuses on techniques for multi camera production, exploring filming in a studio, outside broadcast and event production that requires the use of multiple cameras. The television industry is increasingly using multi camera production as a quick and efficient way to produce generic content to fill schedules. Live sports coverage, studio panel shows, soap operas, live music performances and news broadcasting all rely on multi

camera techniques to bring the content to the screen. You will prepare for a multi camera production, creating running orders, scripts, pre-recorded video tape (VT) items, timings and cues, floor plans and camera scripts, to ensure the smooth running of a production.

**Who is this qualification for?**

The Pearson BTEC Level 3 National Extended Certificate in Digital Film and Video Production is intended as a Tech Level qualification, equivalent in size to one A Level. When taken alongside further Level 3 qualifications (A levels), it also supports access to a range of higher education courses in film and video production and the wider media industry.

As well as direct entry to employment, this qualification provides preparation for higher study of a specialist degree or BTEC Higher National Diploma. This route gives students the opportunity to enter the sector at a higher level, or in a more specialist role.

**What could this qualification lead to?**

There are many roles in the digital film and video sector where recruitment is at graduate level. The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many relevant courses alongside A levels

# DIGITAL MUSIC PRODUCTION - LEVEL 3 (BTEC)

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**Course Lead:** Daniel Fisher-Wienesen  
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**Exam Board:** Pearson

The Level 3 BTEC Digital Music Production (Music Technology) explores a diverse selection of units including music and sound for media, commercial music, synthesis and sampling, remixes and reworking and digital audio workstation (DAW) production. This course is designed to support progression to Apprenticeship or employment when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The 360 GLH course is equivalent to 1 full A level.

## **Course description**

All students must study

### **Unit 3: Music and Sound for Media (1/6 of course)**

Learners will explore the production of the music, sound and effects that are used for media products such as games, films and apps. In this unit, you will explore a range of music and sound creation scenarios that might exist in a typical portfolio for Someone working in the music industry. You will create and produce music for games, films and apps, as well as create original sounds, noises and effects to support interactivity and action.

### **Unit 6: DAW Production (2/6 of course) – External Examination**

Learners will develop an understanding of how a digital audio workstation (DAW) can be used creatively to produce music, manipulate audio and mix music. In this unit, you will explore how the features of a DAW can be used to create and develop your own music. You will understand some of the background principals of how a DAW works, along with the associated specialist and technical terms. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

### **Summary of assessment**

This unit is externally assessed by a set task provided by Pearson and completed under supervised conditions. The supervised assessment period is approximately 15 hours and can be arranged over a number of sessions.

### **Unit 8: Creative Synthesis and Sampling (1/6 of course)**

Learners will explore the creative functions of synthesisers and samplers in making music and sound design. In this unit, you will learn how to use synthesisers and samplers along with the language used to describe sound. From physical experiments on strings and pipes, through to analogue and digital electronics, you will look at how sound can be created, changed, bent and manufactured into anything a creative musician could hope for.

### **Unit 10: Remixing and Reworking (1/6 of course)**

Learners explore and carry out the skills required to create effective remixes and reworks of existing musical material. In this unit, you will experiment with unique, creative digital audio workstation (DAW)-based techniques associated with remixing. The skills learned will enable you to manipulate music in highly technical and innovative ways, and you will create a portfolio of contrasting remixes and reworks using a wide range of creative audio and musical instrument digital interface (MIDI) sequencing techniques.

### **Unit 16: Commercial Music Production (1/6 of course)**

Learners will explore the audio production techniques and ear-catching song writing style associated with commercial music. In this unit, you will develop the technical skills required to produce modern, commercially driven songs, and also explore the creative techniques which help to define the sound of commercial music. Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

### **Future opportunities**

A career with Music Technology opens opportunities to:

- Record Producer
- Audio Technician
- Recording Studio Manager
- Sound Designer
- Instrument Technician
- Sound Mixer
- Radio Broadcast Engineer
- Digital Audio Editor
- Commercial Compose



# DRAMA & THEATRE STUDIES

Head of Department: Peter Scoggins  
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Exam Board: OCR

## Will the course suit me?

If you are seeking a future in which you want to be known as a good communicator this course is for you. Theatre Studies combines well with other subjects such as English, History, Psychology, Politics, Music and Art.

It would obviously help if you have a real love of the theatre and the arts in general. You must be prepared to work in a group and take responsibility for creating the original practical presentations the course demands. It is important that you are able to communicate your ideas both in the studio and in written work – and be prepared to listen to feedback and change your work. We expect energy, commitment and a desire to experiment. In return, we offer the opportunity to challenge yourself and your ideas in a creative environment.

## Course description

The course requires you to create your own original theatre through devising with others and to study certain play-texts through practical workshops run by your teachers. Exploration is a key concept – exploring the text, the contexts and the aims of different theatre practitioners using techniques taught on the course.

## Benefits of the course

It will allow you to use your imaginative and creative resources on a daily basis and constantly challenge your perceptions of life and culture. The course develops critical thinking and analysis and challenges you to use all aspects of your experience and

personality. It will develop your ability to work as a team and respect the ideas and opinions of others. The course will develop your personal performance and communication skills. It will challenge you at all times and give you a true sense of fulfilment.

## Outside the classroom

- Theatre trips to see challenging and interesting theatre in preparation for examination question preparations.
- Personal research, independent rehearsal of work and presentations.
- To take a role in the creative team of theatre productions in school - either as performer or in stage management.
- Audition preparation for Drama Schools and professional work.

## Future opportunities

Drama is popular as one half of joint honours degrees in many Universities. Such as interesting combinations of complementary disciplines such as Drama and Philosophy. There are many areas of study and professional life where proven attainment in Drama and Theatre Studies is deemed an advantage - particularly in the study of Law and the Humanities. It is a good subject for any course or career that requires good written or oral communication skills. Skills gained on the course are clearly beneficial in all areas particularly marketing, media and teaching.

If you are convinced of your commitment to the world of theatre, as either an actor, designer, stage manager or director your teachers will help prepare you for Drama Schools and other vocational degree courses.

## Assessment

Component	Assessment	Weighting	Marks & duration
Practitioners in Practice	Devised Drama Performance. Internally assessed, externally moderated portfolio.	40%	120 marks
Exploring and Performing Texts	Performance of two extracts from a play studied on the course. Externally assessed.	20%	60 marks
Analysing Performance	Externally marked question paper.	20%	60 marks/2 hr 30 mins
Deconstructing Texts for Performance	Externally marked question paper.	20%	60 marks/2 hr 30 mins

# ECONOMICS

Head of Department: Michael Liggins  
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**Exam Board: Edexcel Economics A**

## Will the course suit me?

Economics is about choice and the impact of our choices on each other. It relates to every aspect of our lives; from the decisions we make as individuals or families to the structures created by governments and firms. In essence, Economics studies how scarce resources can best be allocated in our ever-changing world. From that simple, yet vital, issue flows the body of economic thought.

Economics is increasing popular in the Sixth Form. Its principles provide unparalleled analytical tools to interpret the world around us and to shine a light on all of the great challenges that face humanity – how to grow economies, tackle unemployment, grapple with environmental issues, reduce crime and even understand demographic change. If you are interested in current affairs, politics, history, business or finance, economics is the subject for you.

## Course description

The course is split between microeconomics and macroeconomics and is studied via four

broad themes. Theme 1 and Theme 3 introduce microeconomics theory, which is applied to the behaviour of consumers and firms. Theme 2 and Theme 4 introduce macroeconomics theory, which looks at the behaviour of governments and economies as a whole.

## Benefits of the course

Economics instils a broad range of highly transferable skills, from learning to read data effectively, to avoiding 'fake news', to constructing a coherent argument based on potentially conflicting pieces of evidence. You will learn how to analyse complex situations and structure arguments in a focused and effective manner. Your thinking will become disciplined and sharp.

## Outside of the classroom

Students can enter prestigious competitions run by the Financial Times and the Royal Economics Society. Study visits to the City of London and the Bank of England and the BWM Oxford Mini plan, enable students to related economic theory to the real world.

## Future opportunities

Many of our students progress to Economic and Business related degrees at UK and international universities.

## Course overview and Assessment

Topic	Content
Theme 1 Introduction to markets and market failure	<ul style="list-style-type: none"><li>• nature of economics</li><li>• how markets work</li><li>• market failure</li><li>• government intervention</li></ul>
Theme 2 The UK economy – performance and policies	<ul style="list-style-type: none"><li>• measures of economic performance</li><li>• aggregate demand</li><li>• aggregate supply</li><li>• national income</li><li>• economic growth</li><li>• macroeconomic objectives and policy.</li></ul>
Theme 3 Business behaviour and the labour market	<ul style="list-style-type: none"><li>• business growth</li><li>• business objectives</li><li>• revenues, costs and profits</li><li>• market structures</li><li>• labour market</li></ul>
Theme 4 A global perspective	<ul style="list-style-type: none"><li>• international economics</li><li>• poverty and inequality</li><li>• emerging and developing economies</li><li>• the financial sector</li><li>• role of the state in the macroeconomy</li></ul>

Component	Assessment	Duration	Weighting
Paper 1	Markets and business behaviour	2 Hours	35%
Paper 2	The national and global economy	2 Hours	35%
Paper 3	Microeconomics and macroeconomics	2 Hours	30%

# ENGLISH LITERATURE

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Head of Department: Matthew Taylor  
[matthewtaylor@leightonpark.com](mailto:matthewtaylor@leightonpark.com)

Exam Board: Edexcel

## Will the course suit me?

You will need to have a good level of competency in writing and to enjoy reading. You should have an enjoyment of film and theatre. You should have a clear desire to debate and to explore and expand your reading.

## Benefits of the course:

It will allow you to read a range of poetry, prose and drama from throughout history. You will develop your ability to analyse and to think critically. English Literature combines well with History, Ancient History, Philosophy, Psychology, Religious Studies,

Politics, Modern Foreign Languages and Theatre Studies.

## Outside the classroom:

- Creative Writing
- Debating
- Film society
- Study days
- Theatre trips
- Visiting writers

## Future opportunities:

Apart from reading English at university this could lead to many more subjects at university and careers in law, journalism, media, sports journalism, film and tv, politics, website creation, computer games, teaching, civil service, management, retail, events management, social work, administration, publishing, public relations, marketing, librarianships, hospitality etc.

## Course Description:

Component	Time	Texts	Weighting
1: Drama	2 hours 15 mins (open book)	1 Shakespeare play and 1 other drama	30%
2: Prose	1 hour 20 mins (open book)	2 thematically linked prose texts (one of which is pre-1900)	20%
3: Poetry	2 hours and 15 minutes (open book including <i>unseen</i> poetry)	1 prescribed poet or period of poetry, plus a wide-ranging selection of contemporary and unseen poetry	30%
4: Coursework	1 comparative essay (2,500-3,000 words)	2 works of literature – free choice	20%

# GEOGRAPHY

Head of Department: Oliver Staines  
[oliverstaines@leightonpark.com](mailto:oliverstaines@leightonpark.com)

Exam Board: Cambridge International

## Will the course suit me?

With a growing global awareness of issues such as migration, climate change, environmental degradation and social cohesion, Geography is one of the most current and topical subjects to study at AS or A Level. Whether your interests lie in the physical landscape or in the social, political and economic forces which govern our lives, Geography spans a wide range of areas to help students to develop a holistic understanding of the world.

AS and A Level Geographers should be motivated, hardworking, have inquisitive

mind, and enjoy being able to link theories and ideas from the classroom to contemporary and real-life examples.

## Transferable skills

Both the AS and A Level courses combine well with a wide range of other subjects in content and skills including Biology, Chemistry, Economics, History, Politics and English.

A degree in Geography is often referred to as recession-proof on account of the wide range of skills a Geography student accrues. When comparing employment opportunities Geography graduates are among the most employable.

## AS Level

Paper 1: The Physical Core and Paper 2: The Human Core

The Physical Core	The Human Core
<ul style="list-style-type: none"><li>Hydrology and fluvial geomorphology</li><li>Atmosphere and weather</li><li>Rocks and weathering</li></ul>	<ul style="list-style-type: none"><li>Population</li><li>Migration</li><li>Settlement dynamics</li></ul>
<ul style="list-style-type: none"><li>Assessment: External written paper (Paper 1)</li><li>Time: 1hr 30</li><li>50% of AS Level</li><li><b>25% of A Level</b></li></ul>	<ul style="list-style-type: none"><li>Assessment: External written paper (Paper 2)</li><li>Time: 1hr 30</li><li>50% of AS Level</li><li><b>25% of A Level</b></li></ul>

## A2 Level

Paper 3: Advanced Physical and Paper 4: Advanced Human

Advanced Physical Geography – choose two options	Advanced Human Geography – choose two options
<ul style="list-style-type: none"><li>Tropical environments</li><li>Coastal environments</li><li>Hazardous environments</li><li>Hot arid and semi-arid environments</li></ul>	<ul style="list-style-type: none"><li>Production, location and change</li><li>Environmental management</li><li><b>Global interdependence</b></li><li><b>Economic transition</b></li></ul>
<ul style="list-style-type: none"><li>Assessment: External written paper (Paper 3)</li><li>Time: 1hr 30</li><li><b>25% of A Level</b></li></ul>	<ul style="list-style-type: none"><li>Assessment: External written paper (Paper 4)</li><li>Time: 1hr 30</li><li><b>25% of A Level</b></li></ul>

# HISTORY

Head of Department: Helen Tatlock  
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Exam Board: OCR

## Will the course suit me?

History is a very rewarding subject to study. With group work, written tasks, source analysis, discussions, presentation and debates there are numerous ways to keep you interested and motivated to learn and enjoy this subject. History seeks to interpret and explain the events, processes and personalities that have helped to shape the world we live in. If you are keen to ask questions, look beyond the headlines about people and events, and to express your own opinions, then History is the course for you.

## Benefits of the course

History enables you to understand the origins of modern political and social problems and to appreciate how the world in which we now live has evolved. It will help you to appreciate that people in the past were not just good or bad but motivated in complex inconsistent ways just like us. This

course encourages analysis and evaluation of information, to investigate historical issues through a friendly and flexible approach. History will help you to formulate clear and consistent arguments that are well supported so you should never lose an argument again! History students are rounded individuals who develop an understanding of both past and present. In developing your communication and thinking skills this subject will leave you one step ahead whatever you want to do in later life.

## Outside the classroom

- Trip to Hampton Court Palace
- Trip to London for Student conferences
- Study tours to the USA and Russia
- National Archives

## Future Opportunities

Apart from reading History at university this course could lead to careers in law, journalism, museums, teaching, marketing, tourism, heritage management, architecture, archaeology, anthropology, philosophy and criminology

## Overview of A Level in History A (H505)

Content Overview	Assessment Overview	
<b>British period study and enquiry: (Unit 1)</b> Students study Britain 1930–1997 with a depth study of : Churchill 1930–1951.	British period study and enquiry (Y106) 50 marks 1 hour 30 minutes paper	<b>25%</b> of total A Level
<b>Non-British period study: (unit 2)</b> Students study Apartheid and Reconciliation: South African Politics 1948–1999.	Non-British period study (Y208) 30 marks 1 hour paper	<b>15%</b> of total A Level
<b>Thematic study and historical interpretations: (unit 3)</b> Students study Civil Rights in the USA 1865–1992. This comprises a thematic study over a period of at least 100 years, and three in-depth studies of events, individuals or issues that are key parts of the theme. You will develop the ability to treat the whole period thematically, and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues.	Thematic study and historical interpretations (Y301–Y321) 80 marks 2 hour 30 minutes paper	<b>40%</b> of total A Level
<b>Topic based essay: (unit Y100)</b> Students will complete a 3000–4000 word essay on any historical topic of their choice. This is an internally assessed unit group	3000–4000 word essay (Y100/03 or 04) Non exam assessment 40 marks	<b>20%</b> of total A Level

# MATHEMATICS AND FURTHER MATHEMATICS

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Head of Department: Mary Boyd  
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Exam Board: AQA

## Will the course suit me?

Mathematics encourages students to be open-minded and adaptable; to look for more than one method of approach to a problem; to be able to apply mathematical skills across the content areas; to make judgements on methods and techniques available in terms of appropriateness and accuracy; to interpret, evaluate and implement solutions and results.

## To be successful students need to:

- Enjoy the challenge of Mathematics
- Be self-disciplined and highly motivated
- Have achieved a Level 7 or above at GCSE
- Show stamina and be determined when they find things difficult (because there will be times when they do!)

## Course description

The new Mathematics content contains both pure and applied maths, the applied being drawn from statistics and mechanics.

The new Further Mathematics content also contains both pure and applied (further mechanics or statistics).

There are three papers (2 hours each) for A Level examinations. The papers contain a mix of question styles, short, single-mark questions and multi-step problems.

The use of technology in the classroom and in the exams is expected.

Mathematics complements many other A Level subjects particularly Physics, Chemistry, Geography, Economics, Biology, DT and Business Studies.

## Benefits of the course

Mathematics is a qualification highly valued by employers and higher education as it encourages logical and structured approach to problem solving. It also develops skills in analysis, effective and accurate communication, handling information and modelling practical solutions.

## Outside the classroom:

Maths Inspiration: the aim of this lecture is to motivate students about Mathematics and to help them think about where a future studying Mathematics can lead them.

## Further opportunities

Students who take Mathematics at this level often find that they are at an advantage over those who have not, when studying sciences and other mathematical related degrees at university. The more groundbreaking areas of many these courses such as GIS in Geography, Econometrics in Economics and Banking require the student to be competent in Mathematics.

## Careers in which Mathematics has a direct bearing:

Accountancy, Astronomy, Aircraft Industry, Architecture, Banking, all forms of Engineering, Computer Technology and Programming, Market Research, Weather Forecasting, Surveying, Economics, Teaching, Statistics and various types of scientific research.



# MUSIC

Head of Department: Rosemary Scales  
[rosemaryscales@leightonpark.com](mailto:rosemaryscales@leightonpark.com)

Exam Board: WJEC Eduqas

The WJEC Eduqas A Level in Music offers a broad, coherent and exciting course of study and is designed to allow students to pursue their own musical interests. Students develop skills in the three distinct but related disciplines of performing, composing and appraising, whilst having flexibility to **specialise** in either performing **or** composing by choosing to apportion 10% of their assessment to one of these options. Students will engage with both classical, jazz and rock and pop music.

All students must study

## Area of study A: The Western Classical Tradition

The Development of the Symphony 1750–1900: This area of study focuses on the development of the symphony through the Classical and Romantic eras. Students will use the musical language of this period to compose **one** piece of music to a brief.

Students choose **one** Area of Study from either B, C or D:

## Area of study B: Rock and Pop

This area of study focuses on rock and pop music from a variety of genres composed between 1960 and 2000.

## Area of study C: Musical Theatre

This area of study focuses on the work of six musical theatre composers: Richard Rodgers, Leonard Bernstein, Stephen Sondheim, Claude-Michel Schönberg, Andrew Lloyd Webber and Stephen Schwartz.

## Area of study D: Jazz

This area of study focuses on prominent genres from the world of Jazz between 1920 and 1960.

Students also choose **one** Area of Study from either Area of Study E or F:

Summary of assessment is as follows:

	Performing	Composing	Appraising
A Level (students choose Option A or B)	Option A: 35% of final mark	Option A: 25% of final mark	40%
	Option B: 25% of final mark	Option B: 35% of final mark	

## Area of study E: Into the Twentieth Century

This area of study focuses on the distinct musical styles of the early twentieth century, which was a time of significant change and experimentation in music.

## Area of study F: Into the Twenty-first Century

This area of study is possibly the most difficult to classify, as it is happening here and now, while at the same time it is potentially the most exciting, as it engages with the work of living composers such as Sally Beamish, Judith Weir, Mark-Anthony Turnage and Thomas Adès, and how they create and develop ideas to make music.

## A Career with Music

It is the obvious choice for anyone with a strong interest in music. It is challenging and worthwhile and offers a high level of job satisfaction. If you do not intend to pursue a career in Music, many universities and employers rate an A Level Music qualification on your CV very highly as they understand that this subject teaches you a wide range of skills that are transferable to many courses and jobs. They are aware that A Level Music students have the ability to:

- be creative and think outside the box
- plan ahead
- take responsibility
- collaborate and work effectively with others to meet goals, with strong communication skills
- manage time well and handle several projects at once
- strong independent workers
- develop strong problem-solving skills

Music offers a kaleidoscope of opportunities. There are performers and composers, teachers in institutions and at home, arts administrators, publishers, music therapists, record companies, instrument manufacture and repair, broadcasters and journalists to name just a few. All work in, with and for Music



# PHYSICS

Head of Department: Simon Booth  
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Exam Board: AQA

## Will the course suit me?

You will need to have a good GCSE grade in Physics (at least Level 6) and be competent at maths in order to do well on the course. A Level maths is strongly recommended to support the A Level Physics course.

A Level Physics is recommended by the Physics department for students who are very likely to apply to university to study Physics, Engineering or Mathematics and whose strengths clearly lie in the area of Physics/Mathematics.

## Course Description: AQA GCE Physics A

These qualifications are linear. Linear means that students will sit all the AS exams at the end of their AS course and all the A Level exams at the end of their A Level course.

## Subject content

- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity
- 6 Further mechanics and thermal physics

## A Level

- 7 Fields and their consequences
- 8 Nuclear physics

## Options (to be decided by the department)

Turning points in Physics (including Special Relativity and the historical development of Quantum Theory)

## Benefits of the course

An A Level in Physics is highly regarded by universities. It is a good training in clear, logical thinking and in applied Mathematics. Physicists are in short supply at the present time and so are valued highly by employers and universities.

## Outside the classroom

Particle Physics Masterclass at Oxford University. Space School at the University of Kent. 'Headstart' taster university courses for a week at the end of the Lower Sixth, in Science and Engineering.

## Future opportunities

A Level Physics is a very good basis for university courses in Physics, Maths, Engineering, Architecture, and Medicine. Many Physics graduates go on to work in accountancy and finance, as well as in the areas of science and technology. Bursaries are available at universities to encourage students to study Physics at a higher level.

Component	Assessment	Weighting	Marks & duration
<b>Paper 1</b> Sections 1 – 5 and 6.1 (Periodic motion)	Exam – 60 marks of short and long answer questions and 25 marks of multiple-choice questions on content	34%	85 marks 2 hours
<b>Paper 2</b> Sections 6.2 (Thermal Physics), 7 and 8  Assumed Knowledge from sections 1 to 6.1	Written Exam – 60 marks of short and long answer questions and 25 marks of multiple-choice questions on content	34%	85 marks 2 hours
<b>Paper 3</b>  Section A: Compulsory section: Practical and data analysis  Section B: Students enter for one of sections 9 or 12	Written Exam – 45 marks of short and long answer questions on practical experiments and data analysis  35 marks of short and long answer questions on optional topic.	32%	80 marks 2 hours

# POLITICS

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**Head of Department: Richard Duckett**  
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**Exam Board : Edexcel**

## **Entrance requirements:**

Level 6 or above in GCSE English along with an interest in the news, politics and current affairs.

## **Will the course suit me?**

'Politics is the art of the possible'.

How countries are governed, who makes the decisions and how the decisions are made have an impact on us all. If you are the type of person who enjoys knowing what is going on, and you want to develop the ability to have a say in the running of your country, then this is a course for you. Politics is an excellent preparation for university studies in Law, Business, Economics, Journalism, and many more.

## **Course description:**

The A Level course is designed to embed a sophisticated knowledge and understanding of Politics, combined with an awareness of current issues and a deep engagement with the changing political landscape.

The course investigates at the structures and systems of the British political system, for example analysing the effectiveness of Parliament at scrutinising government legislation or assessing the arguments around constitutional reform. You look carefully at how people engage in politics, from pressure groups to the increasingly important role the media has in influencing politics.

The course goes on to look at Global Politics, picking up on the skills and knowledge acquired in the first two units, to analyse and evaluate the way in which the global political system works making reference to the institutions of global governance such as the UN and the IMF.

Students will study: democracy and participation, political parties, electoral systems, voting behaviour and the media, the constitution, parliament, Prime Minister and executive, relationships between the

branches, political ideas such as, anarchism, conservatism, socialism, liberalism, and realism. The impact of globalisation and how well the institutions of global governance tackle issues such as poverty, terrorism, environment and conflict will also be studied.

## **Benefits of the course**

The course develops your knowledge and understanding of the British, and Global Politics and the core ideas behind political systems. Politics enables you to question and discuss all aspects of political life and to develop ideas that you may wish to take further once you have left school. It could be described as a major element of your preparation for adult life, and, in particular, your role as a citizen of a political society. It helps you to understand the complex political world in which we live on a local, regional, national, European and global level. The course also allows you to develop the skill of critical analysis. Politics lessons enjoy a lively, friendly discussion-led atmosphere.

## **Outside the classroom**

- Trip to the British Parliament, London
- Model United Nations (MUN) Conferences (domestic & international)
- Visits to and by local politicians
- Political Conferences
- Debates

## **Future opportunities**

This course combines well with 'History', 'Ancient History', 'Economics', 'Law', 'English', 'Politics, Philosophy & Economics'. At university, there are many existing courses on offer which allow a strong political element to be mixed with other areas and the possibility of spending years abroad as an intern or working for the United Nations or the European Union. The ability to argue cogently and successfully, and to analyse in a rational and critical manner, prepares you well for many exciting and demanding careers, including politics, journalism, law and media.

# PSYCHOLOGY

Head of Department: Claire Gulliver  
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Exam Board: AQA

## Will this course suit me?

You will need to have an interest in human behaviour and thinking and be able to take a scientific approach to your studies. To do well in the subject you need to be able to construct arguments in essays and evaluate theories and research studies.

## Course description

**Year 1:** This covers some key foundations in psychology including Approaches in Psychology; the main explanations of why we behave and think in the way we do, some Biopsychology of how our genes, nervous and endocrine systems influence behaviour and Research methods; how do psychologists carry out their research and analyse the data? Students also learn about Social influence; how do other people affect our behaviour? Memory; what can our memory do and why we forget things? Attachment; how and why do we bond with our caregivers and what happens if we do not? And Psychopathology; what is abnormal? What are Phobias, Depression and OCD? What causes these disorders and how do we treat them?

**Year 2:** Students build on their knowledge of Approaches with the Psychodynamic and Humanistic approaches. More Biopsychology is covered with Biorhythms and Brain structure and in Research Methods students learn about inferential statistics and designing studies. New topics are

taken with Schizophrenia; what are the symptoms, what causes it and how is it treated? Gender; what makes us identify with a particular gender? How does that gender identity develop? Forensic Psychology; how do we measure crime, what causes people to commit crimes, what can we do to stop it? And students finally study Issues and debates in Psychology; what are some of the key issues that psychologists argue about?

**Benefits of the course:** Studying Psychology develops a wide range of transferable skills that will be of benefit to all other subjects. These skills include carrying out research, analysing data and constructing arguments in essays. Psychology combines well with most other subjects due its nature of containing aspects that are theoretical and also those that are much more scientific.

**Outside the classroom:** In the lower sixth there is a trip to the Science museum and Natural history museum and the Upper Sixth one to Bethlem psychiatric hospital and the museum of the mind. There are also additional opportunities to attend conferences on forensic psychology, A Level revision workshops and University talks

**Future opportunities:** Many students choose to continue their studies in Psychology at university level or take associated courses. An A Level in Psychology will also be extremely useful for those considering careers in medicine or health care, sciences, law, business and media.

## Assessment table:

	Topics	Assessment	
Paper 1	Social Influence, Memory, Attachment & Psychopathology	2 hour exam 33.3%	Multiple choice, short answer questions, extended writing questions
Paper 2	Approaches, Biopsychology Research Methods (double topic)	2 hour exam 33.3%	Multiple choice, short answer questions, extended writing questions
Paper 3	Schizophrenia, Forensic Psychology, Gender, Issues & debates	2 hour exam 33.3%	Multiple choice, short answer questions, extended writing questions

# RELIGIOUS STUDIES

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Head of Department: Stephen Taynton  
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Exam Board: OCR

## Will the course suit me?

Yes, if you are inquisitive about the meaning of life – if you find yourself pondering the timeless questions and wondering about man's quest for the truth – if you like a good debate which exercises your mind – if you like bouncing ideas off people and engaging with the deeper issues – if you want to probe the nature of spirituality and to explore the foundations of philosophical and religious thinking – if you have a curiosity about Theology – or if you simply want to find out more about the spiritual dimension of existence.

Yes, if you can discuss reflectively, evaluate texts, write lucidly, develop an argument – or if you want to learn how to do these things better.

## Course description:

**A Level:** Assessment - 3 examinations based on the modules below

Module 1: Philosophy of Religion – ancient philosophical influences, arguments about the existence or non-existence of God, the nature and impact of religious experience, the challenge for religious beliefs and the problem of evil, the nature of soul, mind and body, the possibility of life after death, ideas about the nature of God, issues in religious language. (2 hours written paper, 33.3% of the total A Level)

Module 2: Religion and Ethics – Normative ethical theories, the application of ethical theory to two contemporary issues of importance, ethical language and thought, debates surrounding the significant ideas of conscience

and free will, the influence on ethical thought of developments in religious beliefs and the philosophy of religion. (2 hours written paper, 33.3% of the total A Level)

Module 3: Developments in Religious thought: Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world, sources of religious wisdom and authority, practices which shape and express religious identity, and how these vary within tradition, significant social and historical developments in the theology and religious thought. (2 hours written paper, 33.3% of the total A Level)

You develop the ability to think analytically, to probe and to reflect.

You gain major insights into the great philosophical and theological thinkers. Religious Studies 'A' Level combines well with English, ancient History, History, Politics, Psychology, Art, Theatre Studies and Music.

## Outside the classroom:

Study days – Philosophy/Ethics Conferences  
- Visiting lecturers.

## Future opportunities:

Highly respected as an academic discipline in all universities, a background in Philosophy and Theology opens all sorts of doors from teaching (at all levels) to the law, from politics to journalism, from diplomacy to human resources and management in a commercial environment – in fact, anywhere where the ability to think clearly, to make informed judgments and to show initiative and foresight is valued: not to mention, of course, a vocation to ministry.

# SPORT & PHYSICAL ACTIVITY EXTENDED CERTIFICATE - LEVEL 3 (CTEC)

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Head of Department: Jez Belas  
[jeremybelas@leightonpark.com](mailto:jeremybelas@leightonpark.com)

Exam Board: OCR

## Will the course suit me?

This course covers a wide range of sporting activities, topics and current issues. You should be playing sport outside of school, for the school and/or have an interest in sport and the wider issues that surround it. This course has three mandatory units and three optional units. The mandatory units cover body systems and sport physiology, sports coaching and leadership and the organisation of sport. The optional units cover a wide range of subject areas from sport psychology, injury rehabilitation, diet and nutrition and sports performance.

## Course description

The three mandatory units we cover are:

### Unit 1: Body Systems and the effects of Physical Activity

Whether you are aiming to become a coach, nutritionist, personal trainer or leisure centre manager, knowledge of the human body, its systems and how they function will help you to ensure that your clients gain the benefits of an active, healthy lifestyle. By understanding the effects that physical activity, training and lifestyle can have on the body systems you can ensure that sports and activities are properly focused and do not risk a client's health or wellbeing and will help you to persuade others to pursue and maintain a balanced, active, healthy lifestyle. In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.

This unit has a 1 hour 30 minutes exam normally sat in the Summer at the end of the Lower Sixth. The exam can be retaken in the Upper Sixth if needed.

### Unit 2: Sports Coaching & Activity Leadership

This unit will give you an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. You will explore the roles and responsibilities of

coaches and leaders and how these differ from each other and others involved in delivering and teaching sport and physical activity. The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on your own practice and using this feedback to improve your performance as a sports coach or activity leader

This unit is internally assessed and externally moderated via a series of assignments set by the department.

### Unit 3: Sport Organisation and Development

In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured.

Then using their knowledge and understanding candidates identify their weaknesses; suggest the causes of these weaknesses and the appropriate corrective measures.

This unit has a one hour exam normally sat in January of the Upper Sixth. The exam can be retaken in the Summer of the Upper Sixth if needed.

There are a number of optional units.

### Future opportunities

Nationally, the course is recognised as a valuable stepping stone to a wide range of Higher Education degrees. All will lead directly into Sports Studies, Physical Education teaching, coaching and Sports Management at University but also this could lead to many more courses including careers in marketing, fire and police service, armed forces, sports development, physiotherapy, sports science, sports nutrition, sports psychology, grounds management, elite performer development, leisure centre attendant, sports agency, sports law, sports administration and lecturing.

# IB Diploma Curriculum

The International Baccalaureate® Diploma Programme (IBDP) curriculum sets out the requirements for study of the DP.

The curriculum is made up of the DP core and six subject groups.

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- **Theory of Knowledge (TOK)**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The Extended Essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, Activity, Service (CAS)**, in which students complete a project related to those three concepts.

The six subject groups are:

- Group 1 - Studies in language and literature
- Group 2 - Language acquisition
- Group 3 - Individuals and societies
- Group 4 - Sciences
- Group 5 - Mathematics
- Group 6 - The Arts Electives

Students will study **six subjects**, three at Standard Level and three at Higher Level. They choose one subject from each of Groups 1 – 5 then either one subject from Group 6 **or** one more from Groups 1 - 5

The table shows the subjects we are able to offer although the actual classes available, particularly in Groups 1-3, will be dependent on a minimum number of students opting for each. IBDP courses are reviewed every five years in response to consultations with IB World Schools.

## IBDP Options Blocks 2022 - 2023

- Step 1: Please choose your desired six module choices, one from each group
- Permission must be obtained from Helen Taylor, Head of Sixth Form for any deviations
- In addition to the subjects below all students will study Theory of Knowledge (TOK) and take part in the Creativity, Activity and Service (CAS) programme.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
English A	English B	Economics	Biology	Mathematics	Art
German A (SL)	French B (SL)	Psychology	Physics		History
School-supported self-study	Spanish B (SL)				Chemistry
	Mandarin B (SL)				



# The value of the IB Diploma as a qualification

The International Baccalaureate Diploma Programme is a challenging and high quality internationally recognised qualification undertaken by over 900,000 students in over 140 countries worldwide.

The IB Diploma is recognised by all UK and USA universities and, in surveys, Admissions Tutors regularly support the claim that the IB provides an excellent preparation for university and the world of work. Leading universities like the fact that the IB results allow them to discriminate at the top end and that, unlike other qualifications, there has been no grade inflation over the last 20 years.

In 2016 the Higher Education Statistics Agency conducted and published research on the relative success rates of IB students and concluded that:

- IBDP students have a 57% greater likelihood of attending one of the top twenty UK universities than students who study traditional A Levels.
- IBDP students have a larger probability of achieving both a first and second-class degree compared to their A Level peers

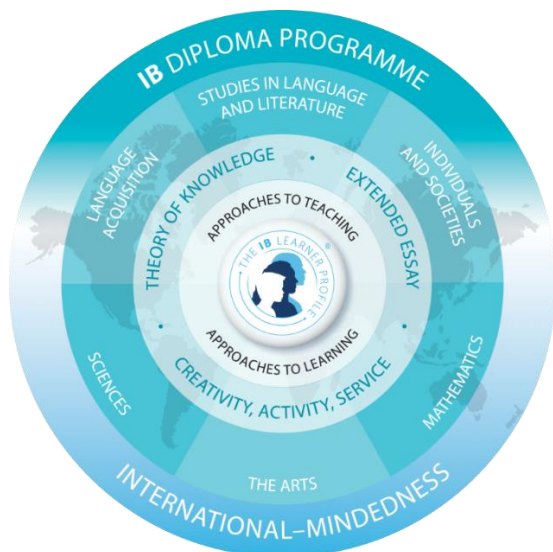
At Leighton Park School our IB results are amongst the best in the country; students who passed the full Diploma in 2020 scored an average of 35.5 points. Around 75% of our IBDP students achieve at least two out of a maximum of three core points, compared with a worldwide proportion of less than 50%.

We encourage international-mindedness in IB students. To do this we believe that students must first develop an understanding of their own cultural and national identity. All IB students learn a second language and the skills to live and work with others internationally - essential for life in the 21st century.

We instil a positive attitude to learning by encouraging students to ask challenging questions, to reflect critically, to develop research skills, and to learn how to learn. All students participate in community service to further enrich their educational experience.

For more information please contact Helen Taylor, our IBDP Coordinator [helentaylor@leightonpark.com](mailto:helentaylor@leightonpark.com)

The IB Learner Profile reflects many of the aims of Leighton Park School. IB learners – and Leighton Park students are:





# Group 1: English A Literature

Head of Department: Matthew Taylor  
[matthewtaylor@leightonpark.com](mailto:matthewtaylor@leightonpark.com)

## Course overview: IB English can be studied at Standard and Higher Level

The English A component of the IB course is exciting and challenging and concentrates on the study of a wide range of different literature. Different forms will be covered, for instance, novel, drama, poetry and autobiography, and works will be taken from different periods of time. This allows the student to have a solid grounding in all types of literature from Shakespeare to Grace Nichols. Some texts will be World Literature in translation in order to expand the frame of reference beyond English speaking cultures.

All the texts on the syllabus will be studied in class. **Students select the texts that they would like to be assessed on with guidance from and discussion with the teacher.**

Lessons will be mainly discussion based and include presentation of material by the students, essential in effective preparation for the oral examinations. It is also expected that students will read around the texts, to learn something of the writers and something of the context in which the works were written.

**There are three compulsory components linked in different ways at both Standard (SL) and Higher Level (HL) with a fourth for HL.** Texts from other countries are studied as well as works from the United Kingdom and connections are made through genres, time periods, theme and author. As well as the analytical study of Literature there is the chance to give imaginative and creative responses to texts studied.

## Skills gained on this course

Improved confidence and communication skills as the course will develop oral and written powers of expression

- An appreciation of a wide range of literature from different periods, in different styles, genres and contexts
- An extended awareness of other cultures from their literature, leading to a global perspective
- An ability to link abstract ideas and concepts to real world situations.
- The ability to compare and contrast texts and analyse them in detail.
- High Level analytical skills.

## Beyond IB

The ability to analyse texts and communicate effectively is useful in any career and this course. It demonstrates to universities and employers a high level of competency in complex communication both orally and in writing.

## Benefits of the course:

It will allow you to read a range of poetry, prose and drama from throughout history. You will develop your ability to analyse and to think critically.

## Outside the classroom:

Creative Writing; debating; film society; study days, theatre trips; visiting writers

## Future opportunities:

Apart from reading English at university this could lead to many more subjects at university and careers in law, journalism, media, sports journalism, film and tv, politics, website creation, computer games, teaching, civil service, management retail, events management, social work, administration, publishing, public relations, marketing, librarianships, hospitality etc.

**Assessment** There are a range of assessments over the two years over the two years:

Assessment	External or Internal	Weighting
Individual Oral	Internal Assessment. 15 minute Oral	SL - 30% HL - 20%
Written Essay (HL Only)	A written coursework assignment for HL only. Externally assessed	HL - 20%
Paper 1: Guided Literary Analysis	A Guided Literary Analysis SL one text, HL two texts Externally assessed	SL 35% HL 35%
Paper 2 Comparing Texts	A Comparative Essay on two or more works studied Externally assessed	SL 35% HL 25%

# Group 1: German A Literature

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Head of Department: Didier Descamps  
[didierdescamps@leightonpark.com](mailto:didierdescamps@leightonpark.com)

**Course overview: IB German can be studied at Standard and Higher Level.**

The compulsory German component of the IB course is exciting and challenging and concentrates on the study of a wide range of different literature. Four different literary forms can be investigated: fiction, non-fiction, graphic novel, drama and poetry. Works will be taken from different periods of time, which allows the student to have a very solid grounding in all types of literature from Goethe to Daniel Kehlmann. At least three works will be World Literature in translation in order to expand the frame of reference beyond German culture.

All the texts on the syllabus will be studied in class, even though you may not be finally examined on every text. Lessons will not only be teacher-led but will also involve discussion and presentation of material by the students, essential in effective preparation for the oral examinations. It is also expected that students will read around the texts, to learn something of the writers and something of the context in which the works were written.

**The works, at least 9 at Standard Level and 13 at Higher Level, must be studied across the three areas of exploration – intertextuality, readers, writers and texts, time and space.** Texts from other countries and continents are studied as well as works from Germany/Austria/Switzerland and connections are made through genres, time periods, theme and author. Works must be selected from authors included in the Prescribed reading list. As well as the analytical study of Literature there is the chance to write imaginative and creative responses to texts studied. During the two years of the course, the student will be required to collect his work in a learner portfolio, which forms the basis of preparation for the assessment.

**Assessment** consists of the following components:

- An Individual Oral that consists of a 15-minute presentation and discussion exploring two of the texts in relation to a global issue of the student's choice. (30% SL, 20% HL)
- A written coursework assignment for HL only (20% HL)
- Paper 1: Guided literary analysis. SL will need to analyse one text. HL two texts (35% SL & HL).
- Paper 2: A Comparative Essay on two or more works studied (35% SL, 25% HL).

**Skills gained on this course**

- Improved confidence and communication skills as the course will develop oral and written powers of expression
- An appreciation of a wide range of literature from different periods, in different styles, genres and contexts
- An extended awareness of other cultures from their literature, leading to a global perspective
- The ability to compare and contrast texts and analyse them in detail.

**Beyond IB**

In addition to those who continue to study German at university, many students combine their language proficiency with a further skill to use German to complement their studies of business, law, technology etc. In a competitive international marketplace, firms both large and small are actively seeking young, well-rounded professionals with good language skills and an international outlook. The ability to analyse texts and communicate effectively is useful in any career and this course.

# Group 1: Mandarin A Literature

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**Head of Department: Didier Descamps**  
[didierdescamps@leightonpark.com](mailto:didierdescamps@leightonpark.com)

**Subject leader: Lan Worrall**

**Course overview: IB Mandarin can be studied at Standard and Higher Level.**

The compulsory Mandarin component of the IB course is exciting and challenging and concentrates on the study of a wide range of different literature. Four different literary forms can be investigated: fiction, non-fiction, graphic novel, drama and poetry. Works will be taken from different periods of time, which allows the student to have a very solid grounding in all types of literature.

All the texts on the syllabus will be studied in class, even though students may not be finally examined on every text. Lessons will be mainly discussion based and also include presentation of material by the students, essential in effective preparation for the oral examinations. It is also expected that students will read around the texts, to learn something of the writers and something of the context in which the works were written.

**The works, at least 9 at Standard Level and 13 at Higher Level, must be studied across the three areas of exploration – intertextuality, readers, writers and texts, time and space.** Texts from other countries and continents are studied as well as works from China and connections are made through genres, time periods, theme and author. Works must be selected from authors included in the Prescribed reading list. As well as the analytical study of Literature there is the chance to write imaginative and creative responses to texts studied. During the two years of the course, the student will be required to collect his work in a learner portfolio, which forms the basis of preparation for the assessment.

**Assessment** consists of the following components:

- An Individual Oral that consists of a 15-minute presentation and discussion exploring two of the texts in relation to a global issue of the student's choice. (30% SL, 20% HL)
- A written coursework assignment for HL only (20% HL)
- Paper 1: Guided literary analysis. SL will need to analyse one text. HL two texts (35% SL & HL).
- Paper 2: A Comparative Essay on two or more works studied (35% SL, 25% HL).

## **Skills gained on this course**

- Fluency and accuracy in understanding and producing spoken and written Mandarin in a wide range of contexts
- An appreciation and understanding of the diversity of Chinese culture as well as the opportunity to experience it first hand
- International awareness
- Improved confidence and communication skills.

## **Beyond IB**

In addition to those who continue to study Mandarin at university, or use it in their career, many students combine their language proficiency with a further skill to use Mandarin to complement their studies of other degree subjects. In a competitive international marketplace, firms both large and small are actively seeking young, well-rounded professionals with good language skills and an international outlook.

## Group 2: English B Language

Head of Department: Matthew Taylor  
[matthewtaylor@leightonpark.com](mailto:matthewtaylor@leightonpark.com)

**Course overview: English B Language can be studied at Standard and Higher Level**

The new Language B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it.

The course is organised into themes. The five themes to be studied are:

- Experiences
- Identities
- Human ingenuity
- Sharing the planet
- Social organisation
- 

During the course students will focus on five key conceptual ideas:

- Audience
- Context
- Purpose
- Meaning
- Variation

The course also provides the opportunity to engage with English cultures from around the world, fostering an international outlook and a need for cultural understanding. They will be introduced to a range of issues from across the globe that will help them to learn way beyond a simple language acquisition course.

At HL, students will also read two literary texts, reading for meaning, and preparing for an oral assessment on an extract from the text.

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

For the oral and written components of the assessments, students receive marks based on their level of competency in language use, cultural interaction and expression of message.

For reading/listening comprehension, students receive a grade based on a mark scheme (answer key) for questions that are multiple-choice, short-answer, true/false/justify, matching and extended response.

### Assessment

Assessment	External or Internal	Weighting
Individual Oral	An oral discussion with the teacher based on: a) at SL visual text stimulus or b) at HL an extract from the studied literary works	SL - 25% HL - 25%
Paper 1: Production Skills	One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	SL 25% HL 25%
Paper 2: Receptive Skills	Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks)	SL 50% HL 50%

# IB Group 2: French B and French Ab initio

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Head of Department: Didier Descamps  
[didierdescamps@leightonpark.com](mailto:didierdescamps@leightonpark.com)

## Course Overview: IB French B can be studied at Standard and Higher Level

The IB French course enables students who already have GCSE French to build on this and to learn to use French in a wide range of situations and contexts. It also provides students with the opportunity to explore the culture of French speaking countries whilst developing their linguistic competence and fluency across a broad array of communicative contexts. Students will be equipped to deal with life in France and the rest of the Francophone world and HL students in particular will have acquired a more than sufficient base from which to pursue their study of French at university or use it in the workplace. The course is organised into themes. The five themes to be studied are:

- Experiences
- Identities
- Human ingenuity
- Sharing the planet
- Social organisation

These themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas.

Students who take language B at Higher Level will also study two literary works originally written in the target language.

**Assessment** consists of the following components:

- An Individual Oral that consists of a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. At the Higher Level, this conversation will be based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of

the themes from the syllabus (25% SL & HL)

- Paper 1: One writing task of 250 – 400 words on a theme studied in the course. At the Higher Level, this writing task should be 450 – 600 words. (25% SL & HL).
- Paper 2: Listening and reading comprehension (50% SL & HL).

## IB French Ab initio

This course is aimed at students with no prior knowledge of the language. The course is organised into the same five themes as the Language B course

**Assessment** consists of the following components:

- An oral exam that consists of a presentation based on visual stimulus, followed by a discussion based on the visual stimulus. Finally, there is a general discussion on a different theme. (25%)
- Paper 1: Writing exam (25%)
- Paper 2: Listening and reading comprehension. (50%)

## Skills gained on this course

- Fluency and accuracy in understanding and producing spoken and written French from a variety of registers and in a wide range of contexts
- An appreciation and understanding of the diversity of Francophone culture as well as the opportunity to experience it first hand
- International awareness
- Improved confidence and communication skills.

## Beyond IB

In addition to those who continue to study French at university, many students combine their language proficiency with a further skill to use French to complement their studies of business, law, technology etc. In a competitive international marketplace, firms both large and small are actively seeking young, well-rounded professionals with good language skills and an international outlook.

# Group 2: German B

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**Head of Department: Didier Descamps**  
[didierdescamps@leightonpark.com](mailto:didierdescamps@leightonpark.com)

**Course overview: IB German B can be studied at Standard and Higher Level.**

The IB German B course enables students who already have GCSE German to build on this and to learn to use German in a wide range of situations and contexts. It aims to give students the opportunity to explore the culture of German-speaking countries whilst developing their linguistic competence across a broad array of communicative contexts. Students will foster an international outlook and all-round awareness of the German language and culture. HL students in particular will have acquired a more than sufficient base from which to pursue their study of German at university or use it in the workplace.

The course is organised into themes. The five themes to be studied are:

- Experiences
- Identities
- Human ingenuity
- Sharing the planet
- Social organisation

These themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas.

Students who take language B at Higher Level will also study two literary works originally written in the target language.

**Assessment** consists of the following components:

- An Individual Oral that consists of a conversation with the teacher, based

on a visual stimulus, followed by discussion based on an additional theme. At the Higher Level, this conversation will be based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus (25% SL & HL)

- Paper 1: One writing task of 250 – 400 words on a theme studied in the course. At the Higher Level, this writing task should be 450 – 600 words. (25% SL & HL).
- Paper 2: Listening and reading comprehension (50% SL & HL).

## **Skills gained on German B:**

- Fluency and accuracy in understanding and producing spoken and written German from a variety of registers and in a wide range of contexts
- An appreciation and understanding of the diversity of German/Austrian/Swiss culture as well as the opportunity to experience it first hand
- International awareness
- Improved confidence and communication skills.

## **Beyond IB**

In addition to those who continue to study German at university, many students combine their language proficiency with a further skill to use German to complement their studies of business, law, technology etc. In a competitive international marketplace, firms both large and small are actively seeking young, well-rounded professionals with good language skills and an international outlook.



# Group 2: Mandarin B and Mandarin Ab initio

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Head of Department: Didier Descamps  
[didierdescamps@leightonpark.com](mailto:didierdescamps@leightonpark.com)

**Course overview: IB Mandarin B can be studied at Standard or Higher Level.**

Mandarin B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also engage with Chinese cultures, fostering an international outlook. Students will be introduced to a range of issues from across the globe that will help them to learn way beyond a simple language acquisition course. Throughout the course, the relevant grammar and vocabulary are taught regarding the Themes and Texts. Some literary extracts will be studied amongst a wide array of other authentic Mandarin texts (oral and written). Some independent work is expected of the students to develop their power of expression and students will share their research in a series of student-led classroom activities. The course is organised into themes. The five themes to be studied are:

- Experiences
- Identities
- Human ingenuity
- Sharing the planet
- Social organisation

These themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas.

Students at HL also study two literary works originally written in the target language.

**Assessment** consists of the following components:

- An Individual Oral that consists of a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. At Higher Level, this conversation will be based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of

the themes from the syllabus (25% SL & HL)

- Paper 1: One writing task of 250 – 400 words on a theme studied in the course. At the Higher Level, this writing task should be 450 – 600 words. (25% SL & HL).
- Paper 2: Listening and reading comprehension (50% SL & HL).

## IB Mandarin Ab Initio

This course is aimed at students with no prior knowledge of the language. The course is organised into the same five themes as the Language B course

**Assessment** consists of the following components:

- An oral exam that consists of a presentation based on visual stimulus, followed by a discussion based on the visual stimulus. Finally, there is a general discussion on a different theme. (25%)
- Paper 1: Writing exam (25%)
- Paper 2: Listening and reading comprehension. (50%)

## Skills gained on Mandarin B and Mandarin Ab initio courses.

- Fluency and accuracy in understanding and producing spoken and written Mandarin from a variety of registers and in a wide range of contexts
- An appreciation and understanding of the diversity of Chinese culture as well as the opportunity to experience it first hand
- International awareness
- Improved confidence and communication skills.

## Beyond IB

In addition to those who continue to study Mandarin at university, many students combine their language proficiency with a further skill to use Mandarin to complement their studies of business, law, technology etc. In a competitive international marketplace, firms both large and small are actively seeking young, well-rounded professionals with good language skills and an international outlook.



# Group 2: Spanish B and Spanish Ab initio

Head of Department: Didier Descamps  
[didierdescamps@leightonpark.com](mailto:didierdescamps@leightonpark.com)

**Course overview:** IB Spanish B can be studied at Standard and Higher Level. Ab initio is available at Standard Level only.

The IB **Spanish B** course enables students who already have GCSE Spanish to build on this and to learn to use Spanish in a wide range of situations and contexts. It aims to give students the opportunity to explore the culture of Spanish speaking countries whilst developing their linguistic competence across a broad array of communicative contexts. Students will foster an international outlook and all-round awareness of the Hispanic language and culture shared by almost 400 million Spanish speakers worldwide. HL students in particular will have acquired a more than sufficient base from which to pursue their study of Spanish at university or use it in the workplace.

Throughout the course, grammar and vocabulary are taught as integral to the Themes and Texts. Some literary extracts will be studied amongst a wide array of other authentic Spanish texts (oral and written). Independent work is necessary to develop vocabulary and expression and students will share their knowledge in a series of student-led classroom activities. The course is organised into themes. The five themes to be studied are:

- Experiences
- Identities
- Human ingenuity
- Sharing the planet
- Social organisation

These themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas. Students who take language B at Higher Level will also study two literary works originally written in the target language.

**Assessment** consists of the following components:

- An Individual Oral that consists of a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional

theme. At the Higher Level, this conversation will be based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus (25% SL & HL)

- Paper 1: One writing task of 250 – 400 words on a theme studied in the course. At the Higher Level, this writing task should be 450 – 600 words. (25% SL & HL).
- Paper 2: Listening and reading comprehension (50% SL & HL).

## IB Spanish Ab initio

This course is aimed at students with no prior knowledge of the language. The course is organised into the same five themes as the Language B course

**Assessment** consists of the following components:

- An oral exam that consists of a presentation based on visual stimulus, followed by a discussion based on the visual stimulus. Finally, there is a general discussion on a different theme. (25%)
- Paper 1: Writing exam (25%)
- Paper 2: Listening and reading comprehension. (50%)

## Skills gained on Spanish B and Spanish ab initio courses.

- Fluency and accuracy in understanding and producing spoken and written Spanish from a variety of registers and in a wide range of contexts
- An appreciation and understanding of the diversity of Hispanic culture as well as the opportunity to experience it first hand
- International awareness
- Improved confidence and communication skills.

## Beyond IB

In addition to those who continue to study Spanish at university, many students combine their language proficiency with a further skill to use Spanish to complement their studies of business, law, technology etc. In a competitive international marketplace, firms both large and small are actively seeking young, well-rounded professionals with good language skills and an international outlook.

# Group 3: Economics

Head of Department: Michael Liggins  
[michaelliggins@leightonpark.com](mailto:michaelliggins@leightonpark.com)

**Course overview:** IB Economics can be studied at Standard and Higher Level.

Economics exists in the local, national and international context. The fundamental economic problem relates to all societies; it is a common issue which ties all communities together. All students will learn about the complex relationships established in a global economic environment, the theoretical underpinning of these links and appreciate the different perspectives of these relationships. As a social science, the subject adopts an empirical approach to the study of social phenomena. Based on a methodology dominated by 'modelling', an appreciation of this process should assist students understand the 'theory of knowledge' that underlies the subject.

The Standard Level course will provide the 'core' material of the subject, which is further developed in the Higher Level course. In microeconomics students will consider how markets work and the concept of market failure. With reference to macroeconomics, issues relating to modelling an economy, economic growth, inflation, unemployment and macroeconomic policy are the focus. In international economics attention is given to economic integration, trade, protectionism and exchange rates. The course concludes exploring broader development issues.

It is a student-centred course promoting the development of independent, critical and reflective learners. Based on case studies, students will develop their knowledge and understanding of economics through their research of relevant concepts and theories, learning how to use economic analysis in an applied manner.

## Assessment

Higher Level students will give specific policy consideration to more advanced material that includes cost analysis, business decision making, models of market structure, market efficiency, and an introduction to Keynesian and Neo-Classical perspectives of macroeconomics.

## Skills gained on this course

- Developing greater capacity to think critically about individual and organisational behaviour.
- Establish confidence in using, and critical application of, key economic concepts to current economic events, ethical, social or cultural concerns and debates.
- Enhance the ability to relate economic discussions to a much wider historical, political and ethical context – locally, regionally, nationally and globally.
- Increasing the ability to question underlying assumptions, validity and usefulness of theoretical models encountered.
- Appreciation of the social and ethical responsibilities associated with businesses operating in local, national, regional and international markets.

## Beyond IB

Economics is widely accepted by universities and employers. This subject can open up opportunities in management, retailing, marketing, sales, accountancy, research, the civil service and consultancy. Economics can be useful as a complement to many other subjects and careers because of the range of transferable skills acquired.

<b>Paper 1</b>	The core: Biological, Cognitive and sociocultural approaches. SL 40%; HL 30%	Exam: 1 hour 30 minutes	2 sets of questions requiring extended written responses; each set from a choice of two.
<b>Paper 2</b>	Data response SL 40%; HL 30%	Exam: 1 hour 30 minutes	2 sets of data response questions; each set from a choice of two.
<b>Paper 3</b>	Quantitative skills HL only 20%	Exam: 1 hour	2 sets of short answer questions from a choice of three.
<b>Internal Assessment</b>	Portfolio SL 20%; HL 20%		Three 750-word commentaries.

# Group 3: Geography

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Head of Department: Oliver Staines  
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## Course overview: IB Geography can be studied at Standard and Higher Level

IB Geography aims to develop understanding of geography in all forms, but with particular emphasis on the ways in which humans interact with the environment around them. Students will develop an understanding of the interdependencies that exist within the world at a variety of levels, together with an understanding of the need to plan and manage certain environments in a sustainable way. The course aims to give students the tools and skills required to research and write an individual geographical study using appropriate methodologies and techniques of geographical enquiry.

Geography is intrinsically an international subject, and this will be reinforced through the study of different areas of the world. The inclusion of the 'Extreme Environments' module for example forces students to look beyond their own environment, as does the study of less economically developed urban areas or population growth. The links to international study are tremendous and the interdependency of the globe will be viewed for example, through the study of globalisation and climate change.

**Paper One is the Option Themes IB Geography paper.** IB Geography Higher Level students complete three optional themes. IB Geography Standard Level

students complete two optional themes. The IB Geography optional themes include: Freshwater – drainage basins; Oceans and coastal margins; Extreme environments; Geophysical hazards; Leisure, tourism and sport; Food and health; and Urban environments.

**Paper Two is the Core IB Geography paper,** which both Higher and Standard Level students take. The core unit is called **Global Change** and includes Changing population; Global climate – vulnerability and resilience; and Global resource consumption and security.

**Paper Three is the Extension Paper for Higher Level IB Geography Students.** The Higher Level extension unit is called Global Interactions and includes Power, Place and Networks; Human Development and Diversity; and Global Risks and Resilience.

**Geographical skills** will be integrated throughout the two year course, taught within appropriate topics/modules within the syllabus in preparation for each student's individual geographical study. **IB Geography Internal Assessment is based on the individual fieldwork investigation.** Higher Level and Standard Level IB Geography students will attend a residential field course where they will collect primary data and carry out a number of geographical skills. Following the fieldtrip students will write-up their Internal Investigation within the 2,500 word limit.

# Group 3: History

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Head of Department: Helen Tatlock  
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**Course overview:** IB History can be studied at Standard and Higher Level.

In an age of globalisation and technological development, different cultures are increasingly in contact and interdependent. The IB approaches History from an international, largely twentieth century, perspective and through the study of individuals and societies in the widest context: political, social, economic, religious, technological and cultural, it aims to deepen our understanding of a shared past as well as present.

IB History has a global focus. The course includes the study of the 20th Century World History topics: the **Development of Authoritarian States**, such as those under Lenin and Stalin in Russia, Hitler in Germany, Fidel Castro in Cuba and Idi Amin in Uganda; and the impact of **The Cold War** around the world. Students are encouraged to engage with historical enquiry, explanation and interpretation and to face the problem of determining the accuracy of what is claimed to be reliable historical knowledge. There is a focus, through documentary sources, on the prescribed subject, the **Civil rights movement in the USA 1954-1965** and **Apartheid South Africa 1948-1964**. This encourages an examination in-depth of major world issues and develops the ability to comprehend, analyse and evaluate source material as historical evidence. HL History students will also study India, Afghanistan and Burma, 1750-1919; Nationalism and Independence in India, 1919-1964; the Impact of the Second World War on Southeast Asia.

**Assessment** involves written examination papers on International Relations and 20th Century World Topics. For HL students there is an additional written paper on Aspects of the History of Europe and the Middle East. All students also undertake a 2,200-word historical investigation, using a good range of historical sources, as coursework.

## Skills gained on this course

- The acquisition and understanding of historical knowledge from different cultures in breadth and in depth
- A developing appreciation and understanding of History as a discipline, including the nature and diversity of its sources, methods and interpretations
- International awareness and understanding of people living in a variety of places at different times
- A better understanding of the present through an understanding of the past
- An ability to use and communicate historical knowledge and understanding
- Ability to distinguish reasoned argument from prejudice and propaganda.

## Beyond IB

History is more relevant to careers than might be immediately apparent. Many careers utilise the skills of research, analysis and report-writing skills developed by History students. If students plan to work in the media, politics or diplomatic service then it is important to have knowledge of historic events in order to understand current affairs. Careers involving History directly include Archaeology, Museum, Heritage and archiving work, Conservation and Architecture.

# Group 3: Philosophy

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**Head of Department: Stephen Taynton**  
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**Course overview: Philosophy can be studied at either Standard or Higher Level.**

Philosophy deals with issues that are profound, yet practical, challenging, and yet intellectually stimulating. Students address questions ranging from 'what does it mean to be human?' to 'what is the best form of government?' A concern with clarity of understanding lies at the core of the course. This is achieved through critical and systematic thinking, careful analysis of arguments, and a close reading of texts. The emphasis of the course is very much on 'doing' Philosophy. This requires students to engage with alternative views and to cultivate an open and critical mind.

**Core Theme: Being Human**

This includes issues such as the nature of human existence and 'the human condition' as well as the relationship between mind and body, the problem of whether humans have free will, and the role of culture in shaping human life and society.

## **Optional Themes**

Students study one at Standard Level and two themes at Higher Level.

- Philosophy & contemporary society
- Political philosophy

## **A Philosophical Analysis of a Non-Philosophical Stimulus**

This is an opportunity for students to apply their learning to a stimulus material of their choosing. The aim is to produce an essay of around 2,000 words in length that draws philosophical insight from a non-philosophical stimulus, such as a painting, a photograph, or a scene from a novel or a film.

## **A Textual Study**

The course gives students the chance to conduct an in-depth and critical reading of the work of a philosopher.

Students in the course will examine key chapters in Simone de Beauvoir's *The Second Sex* (1949).

## **An Unseen Philosophy Paper**

This paper is taken at Higher Level only and asks students to read and critically respond to a text on the very nature of the discipline and on what it means to 'do' philosophy.

## **IB Philosophy Assessment**

### **External Assessment**

All Philosophy papers are Essay based examinations.

**Paper 1** – Themes Paper: Standard and Higher Level 40% of total marks.

**Paper 2** – Textual Paper: Standard Level 30%, Higher Level 20% of total marks.

**Paper 3** - (Higher Level only) essay-based exam on an unseen text: 20% of the total HL marks.

### **Internal Assessment**

The Philosophical Analysis is internally assessed and externally moderated: Standard Level 30%, Higher Level 20% of total marks.

## **Skills gained on this course**

The study of Philosophy develops invaluable skills, empowering students to:

- Think critically and articulate persuasive arguments
- Examine the assumptions and implications of their beliefs
- Be critical of poor reasoning, ambiguity, inconsistency, and other weaknesses in arguments.

## **Beyond IB**

University courses and employers that value analysis, evaluation, and communication will find Philosophy exceptionally valuable. As such and given the range of issues covered in the course, students may venture into fields as varied as Law, Medicine, Journalism, the Civil Service, Politics, Business and Finance, the Diplomatic Corps and Intelligence.

# Group 3: Psychology

Head of Department: Claire Gulliver  
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**Course overview:** IB Psychology can be studied at Standard or Higher Level

**Will this course suit me?** You will need an interest in investigating human behaviour using an academic approach. As future psychologists within the IB paradigm, you will also be encouraged to think critically about theories and evidence, develop arguments and reflect on findings. The course uses an eclectic approach to studying human behaviour, as we are influenced by multiple factors. Psychology is particularly well-suited for understanding cultural differences and encompasses all goals of the IB learner profile.

**Course description:** Human behaviour can be studied using three different Psychological approaches: Biological, Cognitive and Sociocultural. The principles behind these three approaches comprise the common core material for Standard and Higher Level students. Higher level candidates explore an extra element to each of these. A plethora of research methods are used in psychological studies. Standard and Higher Level students will critically assess the use of quantitative methods. In addition, Higher Level students will also investigate qualitative research methods. Research methods knowledge will be applied in the Internal assessment which is the replication of a classic study in psychology by a group of students who analyse their data and write up a formal psychology paper.

IB Standard Level students complete one optional topic of abnormal psychology and Higher Level students also study Developmental psychology.

**Outside the classroom:** In the Lower Sixth there is a trip to the Science museum and Natural history museum and the upper sixth one to Bethlem psychiatric hospital and the museum of the mind. There are also additional opportunities to attend conferences on forensic psychology and University talks.

**Future opportunity:** Many students chose to continue their studies in Psychology at university level or take associated courses. Research has shown that a degree in a social science leads to the highest levels of employability after graduation due to the wide range of skills that are developed on those courses. Studying Psychology will also be extremely useful for those considering careers in medicine or health care, sciences, law, business and media.

**Benefit of the course:** Knowledge and understanding of the biological, cognitive and socio-cultural influences on human behaviour. The ability to evaluate psychological concepts and theories and apply them to everyday situations. The ability to understand, critically evaluate and conduct psychological research. Psychology combines well with subjects from the other IB groups, teaching a range of analytical and evaluative skills that can be applied across the curriculum. It naturally lends itself to the goals of the IB learner profile.

**Assessment table:**

<b>Paper 1</b>	The core: Biological, Cognitive and sociocultural approaches. SL 50% HL 40%	Exam: 2 hours	3 short answer questions + 1 extended response question from a choice of 3.
<b>Paper 2</b>	Options: Abnormal Psychology + HL Developmental Psychology SL 25% HL 20%	Exam: SL 1 hour HL 2 hours	1 essay per topic from a choice of 3.
<b>Paper 3</b>	Research Methods HL only 20%	Exam: 1 hour	Short answer question based on stimulus material.
<b>Internal Assessment</b>	Group project replicating a study in psychology. SL 25% HL 20%		1800-2200 word report



# Group 4: Biology

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Head of Department: Gemma Sims  
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## Course overview: IB Biology can be studied at Higher Level and Standard Level

You will need an interest in how the human machine works and be interested in how this machine can be understood on a cellular and molecular level. You will also study the interaction between humans and the environment and look at life on Earth and relationships between living things and the non-living environment. You will enjoy practical experimentation and have an eye for detail and an interest in graphs and statistics. At Standard Level the subject is accessible, even for those who have not studied Biology at GCSE, although GCSE Chemistry would be advised. At Higher Level, you will be equipped for further study. Many university courses which require Biology also require Chemistry at Higher Level.

In the Lower Sixth we study cell biology (and plant biology at Higher Level), molecular biology, human physiology and fieldwork.

In the Upper Sixth we study ecology and conservation, evolution and biodiversity and genetics.

### Assessment:

Three exam papers covering multiple choice, short answer and extended answer questions, with some data analysis components.

A practical project is worth 20% of the total marks.

## Skills gained on this course

- The ability to assess the validity of biological information, experiments, inferences and statements and apply biological principles and concepts to unfamiliar situations, including those that relate to the ethical, social, economic and technological aspects of the subject
- An understanding of scientific method and the tentative nature of scientific knowledge
- The ability to interpret and translate from one form to another, data presented as continuous prose or in tables, diagrams, drawings and graphs
- The ability to organise relevant information clearly and coherently, using appropriate form, style and vocabulary.

The course teaches a range of practical skills and applies concepts to work-place examples. Biology is an accessible science for students whose main strengths are more arts or language based, as well as being an important subject for any student intending to pursue a science-based career in the future.

## Beyond IB

Biology can lead to degree choices from anatomy to zoology and careers from medicine and microbiology to optometry and oceanography based anywhere from a laboratory to the Antarctic.

# Group 4: Chemistry

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**Acting Head of Department: David Hammond**

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**Course overview:** IB Chemistry can be studied at Standard and Higher Level.

The IBDP Chemistry course aims to provide the student with the knowledge, methods and techniques that enable students to study Chemistry in a global context, fostering and developing their practical, theoretical, creative and analytical skills. The material will stimulate them to extend their learning independently, to evaluate and synthesise information from a wide variety of sources, including ICT based materials, books, magazines and periodicals. They will also be encouraged through Science and Technology lectures and presentations arranged either on site or through educational visits. The distinction between SL and HL is one of breadth and depth.

Students will study how scientific information is generated and communicated, how it has evolved and how scientific method is deployed in today's increasingly technologically based society. They will be expected to be able to analyse the impact of scientific developments on modern society from moral, social, ethical, economic and environmental perspectives.

The course includes Quantitative Chemistry; Atomic Structure; Bonding; Periodicity; Energy Changes; Kinetics; Equilibrium; Acids and Bases; Redox and Organic Chemistry. Theory is supported by an extensive practical programme. This seeks to develop not only laboratory skills and techniques but also professional approaches to design; recording and reporting of investigative work; obtaining appropriate and reliable evidence to support a scientific theory or prediction; and, ensuring valid conclusions are drawn from the evidence obtained. As well as including standard experimental procedures, students will carry out a multi-disciplinary collaborative project (the Group 4 Project) that will involve all IB students contributing to 10 hours of practical work on

a scientific or technological topic. There is scope to use specialist equipment such as data logging to enhance both the quality and sophistication of the analysis.

As well as the purely chemical content of the syllabus we will also incorporate several other types of content to include the Nature of Science, International-mindedness, Theory of Knowledge, ICT and Utilisation.

**Assessment** is by examinations and an individual investigation (10 hours).

## Skills gained on this course

- An open-ended, thinking and questioning approach to Chemistry
- An appreciation of the possibilities, as well as limitations, associated with Chemistry and Chemists and of the importance of international collaboration to resolving issues of a scientific nature
- An awareness of moral, ethical social, economic and environmental implications of using Chemistry in both a national and international context
- An understanding of the interconnection of all scientific disciplines
- Communication, evaluation analysis, ICT and research skills.

## Beyond IB

IB Chemistry is recognised as the appropriate route for entry into degree courses in Medicine and related subjects, Pharmacy, Dentistry, Pharmacology, Chemistry, Chemical Engineering and Biochemistry. It is a recommended choice for those studying any Physical Science, Environmental Sciences, Forensic Science and Materials Science. The IBDP course in addition offers the broader perspectives and skills in languages, theory of knowledge, critical thinking, problem-solving and independent learning, all highly valued by both universities and employers.

# Group 4: Physics

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**Head of Department: Simon Booth**  
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**Course overview:** IB Physics can be studied at Higher Level and Standard Level

## Higher Level HL

### Comparison between this course and A Level

In addition, all IBDP students are required to complete a 'Group 4' project, during which they collaborate with other scientists from the full range of subjects. Throughout the programme, their personal skills, ability to work independently and awareness of wider ethical aspects of the subject are assessed. IB Physics students will develop their practical and analytical skills by performing 10 'Required Experiments', which are internally marked. They will then use these skills in an 'Individual Investigation', that will be externally moderated, and also in the third exam paper questions on data processing and experimental work.

**Higher Core Content:** Measurements and uncertainties; Mechanics; Thermal physics; Waves; Electricity and magnetism; Circular motion and gravitation; Atomic, nuclear and particle physics; Energy production.

**Additional Higher Level content:** Wave phenomena; Fields; Electromagnetic induction and Quantum and nuclear physics.

**Option Topic:** Astrophysics.

**Internal Assessment:** 20% of Practical Work with a minimum requirement of 60 hours.

**External Assessment:** 80% Examinations

Paper 1: 40 multiple choice questions on the Core and AHL, calculators cannot be used in this paper (20%)

Paper 2: Extended response questions on the Core and AHL (36%)

Paper 3: Extended response questions on the Core, AHL and Option material plus experimental technique (24%)

## Standard Level SL

### Comparison between this course and A Level

The IB Physics SL is often nearly as demanding conceptually as Higher Level, but there is less material. IBDP candidates will need to be in command of the whole range of the subject in each exam, as it is not modular.

All IBDP students are required to complete a 'Group 4' project, during which they collaborate with other scientists from the full range of subjects. Throughout the programme, their personal skills, ability to work independently and awareness of wider ethical aspects of the subject are assessed. IB Physics students will develop their practical and analytical skills by performing 10 'Required Experiments', which are internally marked. They will then use these skills in an 'Individual Investigation', that will be externally moderated, and also in the third exam paper questions on data processing and experimental work.

**Standard Core Content:** Measurements and uncertainties; Mechanics; Thermal physics; Waves; Electricity and magnetism; Circular motion and gravitation; Atomic, nuclear and particle physics and Energy production.

**Option Topic:** Astrophysics

**Internal Assessment:** 20% of Practical Work with a minimum requirement of 40 hours.

**External Assessment:** 80% Examinations.

Paper 1: 30 multiple choice questions on the Core and AHL, calculators cannot be used in this paper (20%)

Paper 2: Extended response questions on the Core and AHL (40%)

Paper 3: Extended response questions on the Core, AHL and Option material plus experimental technique (20%)

# Group 5: Mathematics

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**Head of Department: Mary Boyd**  
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**Course Overview: IB Mathematics Applications and Interpretations studied at Standard or Higher Level.**

The IB specification focuses on how mathematics enters our lives daily in a number of ways: for example, we purchase items, consult a timetable or read a newspaper. Mathematics will also extend into our chosen profession: artists need to learn about perspective, economists need to recognise trends in financial dealings and engineers need to take into account stress patterns in physical materials. Scientists view mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof has to offer whilst others appreciate mathematics as an aesthetic experience.

Individual students have different needs, interests and abilities. Leighton Park School offers the Applications and Interpretations course at Standard and Higher level (for students who do not anticipate needing mathematics in their future studies and for students who want a strong mathematical background). The course is for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students studying the course will be those who enjoy mathematics best when seen in a practical context. There are many elements common to both subjects although the approaches may be different. Both HL and SL will prepare students with the mathematics needed for a range of further educational courses.

**Mathematics SL** is designed for those students who are confident about applying GCSE techniques correctly (a Level 7 or above GCSE is advised). Any student who is good at and enjoys mathematics will benefit

from the SL course. It covers the development of mathematical techniques from an applications rather than theoretical perspective.

**Mathematics HL** is more demanding and aimed at those who have exhibited a high level of competence in Mathematics (a Level 8 or 9 GCSE is advised). It is challenging and is therefore best suited to those who enjoy the subject and the challenge of difficult problems.

The syllabus content includes: Using a Graphic Display Calculator; Number and Algebra; Functions; Geometry and trigonometry; Statistics and Probability and Calculus. The 'toolkit' and Mathematical exploration is a piece of written work that involves investigating an area of mathematics; it is investigative and develops problem-solving and modelling skills.

**Assessment:** is by written examinations (HL/5 hours and SL/3 hours, technology required) and an exploration task which is a piece of written work that involves investigating an area of mathematics on a topic of the student's own choice.

**Skills gained on this course:** ability to select, use and apply mathematical facts, strategies and techniques in a variety of contexts and problem-solving situations; formulation of mathematical arguments and ability to communicate them clearly; ability to use standard mathematical models to represent situations in the real world and interpret the results; how to effectively use graphic calculator technology as a mathematical tool.

**Beyond IB:** Mathematics develops students' analytical skills and is appropriate to a wide range of careers and science-based courses at Higher Education level and is held in universally high regard. Particularly relevant careers include Accountancy and Banking, Computing, Engineering, Architecture and Business.

# Group 6: Music

Head of Department: Rosemary Scales  
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## Music can be studied at Higher or Standard

Music can be studied at Higher or Standard Level

Music is an essential part of the human experience and a unique mode of creativity, expression and communication. Music is both functional and meaningful, and its vitality and complexity enriches our lives. This is a really exciting course and you will need to be a creator, performer and researcher. The IB Music course aims to enable students to explore a range of

musical contexts, and make links to, and between, different musical practices conventions and forms of expression. There is no examination in this subject but content is developed both individually and collaboratively through 'Areas of Inquiry' and content is entered into a Music Journal from which work is submitted at the end of the course.

Specific musical works are prescribed by the IB and delivered through four main areas of inquiry:

Areas of inquiry			
1. Music for sociocultural and political expression	2. Music for listening and performance	3. Music for dramatic impact, movement and entertainment	4. Music technology in the electronic and digital age
Examples of relevant musical materials may include: Protest songs Liturgical music National anthems	Examples of relevant music materials may include: Chamber music of the Western art tradition Cool jazz Experimental music	Examples of relevant music materials may include: Music for film Music for ballet Musical theatre	Examples of relevant musical materials may include: Electronic dance music Elektronische Musik Technology in popular music production

## The role of music technology in the course

The music curriculum reflects the substantial global increase in access to digital technologies. 21st-century musicians, learning to make music by engaging with a range of technologies is now a fundamental skill and is therefore a central aspect of this curriculum.

Technology also creates opportunities for musicians to study music, collaborate and share musical ideas across time, place and culture.

Assessment outline	Standard Level	Higher Level
<b>Exploring music in context</b> When exploring music in context, students will learn how to engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. Students will demonstrate diversity and breadth in their exploration by engaging with music from the areas of inquiry in personal, local and global contexts.	30%	20%
<b>Experimenting with music</b> When experimenting with music, students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this theoretical and practical work as researchers, creators and performers, students will learn to experiment with a range of musical material and stimuli from the areas of inquiry across local and global contexts.	30%	20%
<b>Presenting music</b> When presenting music, students learn to practice and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, students expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.	40%	30%
<b>The contemporary music maker (HL only)</b> Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course and is inspired by real-life practices of music-making.	X	30%



# Group 6: Theatre

Head of Department: Peter Scoggins

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## Will the course suit me?

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence.

## Course description

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

## Benefits of the course

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

## Future opportunities

Drama is popular as one half of joint honours degrees in many Universities. Such as interesting combinations of complementary disciplines such as Drama and Philosophy. There are many areas of study and professional life where proven attainment in Drama and Theatre Studies is deemed an advantage - particularly in the study of Law and the Humanities. It is a good subject for any course or career that requires good written or oral communication skills. Skills gained on the course are clearly beneficial in all areas particularly marketing, media and teaching.

If you are convinced of your commitment to the world of theatre, as either an actor, designer, stage manager or director your teachers will help prepare you for Drama Schools and other vocational degree courses.

Students are required to investigate the core syllabus areas from the perspectives of creator, designer, director, performer and spectator.

Externally Assessed	
Task 1: Solo theatre piece (HL only) <ul style="list-style-type: none"><li>Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.</li></ul>	35% HL only
Task 2: Director's notebook (SL and HL) <ul style="list-style-type: none"><li>Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.</li></ul>	35% SL and 20% HL
Task 3: Research presentation (SL and HL) <ul style="list-style-type: none"><li>Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.</li></ul>	30% SL and 20% HL
Internally Assessed	
Task 4: Collaborative project (SL and HL) <ul style="list-style-type: none"><li>Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.</li></ul>	35% SL and 20% HL

# Group 6: Visual Arts

**Head of Department: Mark Wood**  
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The IB Diploma programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study

visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Key features of the assessment model

- Available at Standard (SL) and Higher Levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally

For students without GCSE Art, we would view their portfolio before accepting them on to the Visual Arts course.

External assessment tasks		SL	HL
<b>Task 1: Comparative study</b> <ul style="list-style-type: none"> <li>Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</li> <li>The students present these for assessment in the form of a digital file.</li> </ul>		20%	20%
At SL: Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens.	At HL: As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 screens).		
<b>Task 2: Process portfolio</b> <ul style="list-style-type: none"> <li>Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</li> <li>This is submitted as a digital file by the student.</li> </ul>		40%	40%
At SL: 9–18 screens. The submitted work should be in at least two different art-making forms.	At HL: 13–25 screens. The submitted work should be in at least three different art-making forms.		
Internal assessment task		SL	HL
<b>Task 3: Exhibition</b> <ul style="list-style-type: none"> <li>Students submit a selection of artworks from their exhibition. These should show evidence of their technical accomplishment during the course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</li> <li>This is internally marked by the teacher but externally moderated by the examiner.</li> </ul>		40%	40%
At SL: 4–7 pieces with exhibition text for each. A curatorial rationale (400 words maximum).	At HL: 8–11 pieces with exhibition text for each. A curatorial rationale (700 words maximum)		

## Notes

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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