



LEIGHTON PARK



(I) GCSE Course Options  
2026 - 2028







## LEIGHTON PARK

FOUNDED 1890

This booklet has been created to help explain the (i)GCSE options process. We are sure that you will have begun to think about these decisions already but to help you and your child decide on the optimal combination of subjects we are running a series of events, outlined in the table on page 5. In addition to this booklet, your child has been involved in a careers education programme during PSHE lessons, including the Morrisby test that gives expert and impartial online careers guidance and we are here to help each step of the way.

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

We are proud of the results our students achieve. Nationally, the 2025 grades 9-7 were 22%, whereas Leighton Park's Year 11s reached 59%, as well as 98% grades 9-4, against a national average of 67%. In line with our Quaker values and as a School with students across a breadth of academic capabilities, we see these results as an even greater testament to the quality of teaching and our students' appetite for learning.

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

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

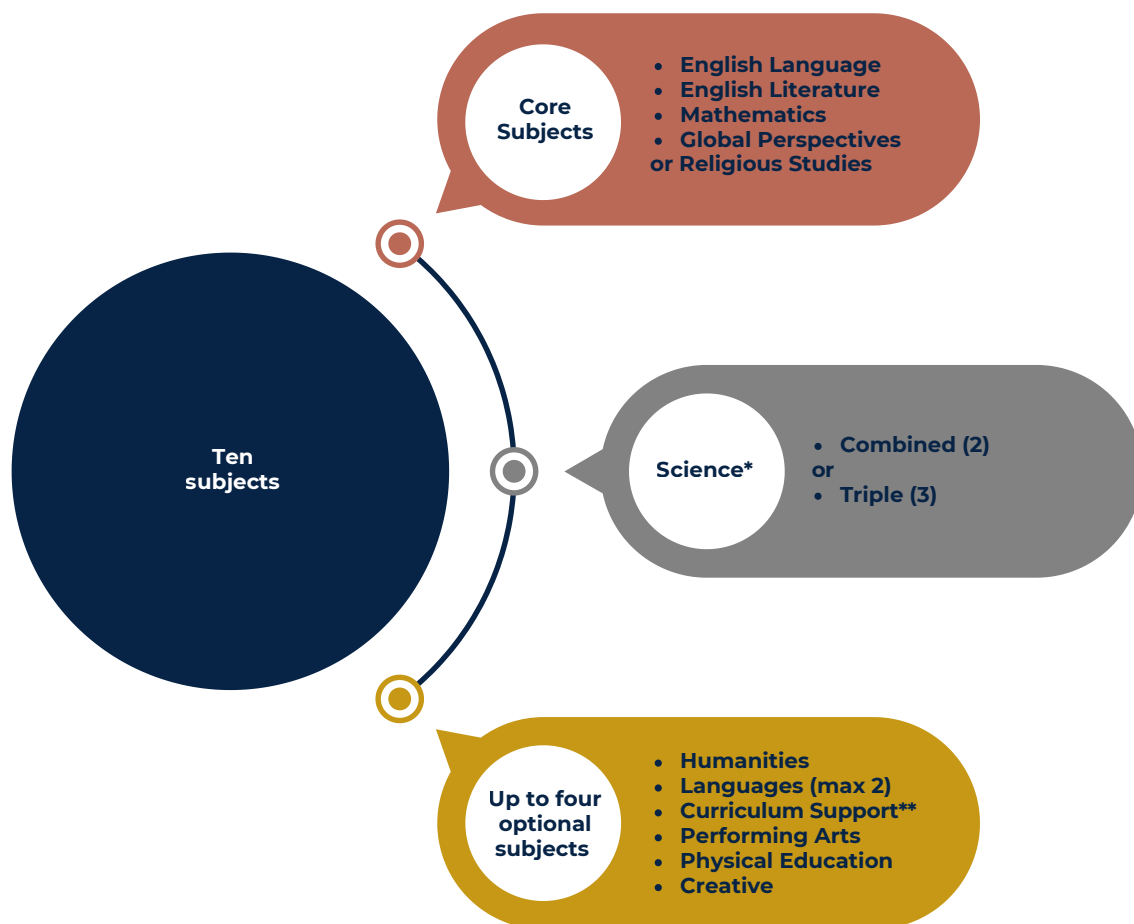
We hope you find this booklet useful, but please know too that all current information is online.

**Kees Luteijn**  
**Assistant Head: Director of IBDP**  
**and Curriculum Design**

**Sally Saunders**  
**Assistant Head: Pupil Personal Development**  
**and Head of Year 9**

## The Options Process

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



**Figure 1: How the Subject choices are composed**

\*Science is mandatory & the Science department can advise on the best choice for your child:

Combined Science = all three sciences with reduced content worth two GCSEs (double award)

- Triple Science = all three sciences worth three individual GCSEs

\*\*Curriculum Support can be chosen with permission from Stuart Bracewell, Head of ILC

### Mandatory Subjects

**English Language, English Literature and Mathematics** are core subjects, as well as the choice between **Global Perspectives or Religious Studies**. As a Quaker School, as part of the Core, we offer the choice between IGCSE Global Perspectives(GPP) and Religious Studies (RS) because they reflect our School's commitment to intercultural understanding and peace as well as our commitment to developing students' open-mindedness, ethical understanding and critical reasoning.

Additionally students need to opt between Combined (2) or Triple (3) Sciences.



## The Remaining Subject Choices

These are chosen in line with the requirements shown in Figure 1 opposite drawn from our list of subject options. We are pleased to offer a BTEC qualification in Creative Digital Media Production and innovative GCSEs in Dance, Engineering and Food Preparation & Nutrition.

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

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

## Key Dates for your Diaries

Item (Term Dates)	Date 2025 - 2026
Year 9 (I)GCSE and BTEC Options Information Evening for Students, Parents and Guardians	Tuesday 18th November 2025
Electronic Forms Open for 'Straw Poll' Selection of Subject Options	Wednesday 19 <sup>th</sup> November 2025
'Straw Poll' Subject Options Electronic Form Final Deadline	Friday 5 <sup>th</sup> December 2025
Confirmation of Subject Blocks	Wednesday 14 <sup>th</sup> January 2026
Electronic Forms Open for Selection of Subject Options	Wednesday 21 <sup>st</sup> January 2026
Year 9 Tutor, Student and Parents' Consultation Evening	Thursday 22 <sup>nd</sup> January 2026
Subject Options Electronic Form Final Deadline	Friday 6 <sup>th</sup> February 2026
Please note: Break for Long Leave	Monday 16 <sup>th</sup> - Friday 20 <sup>th</sup> February
Please note: Easter Holidays	Monday 30 <sup>th</sup> March - Friday 17 <sup>th</sup> April
Confirmation Letters of Final Subject Choices to Parents/ Guardians	End of Spring Term
Please note: End of Academic Year	3rd July 2026

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



## 'Straw Poll: Internal Electronic 'Straw Poll' of Subject Preferences

In November, current Year 11 students will be invited to share their initial subject choices. These choices help the school understand students' interests and begin shaping the option blocks. While we can't guarantee all initial choices, we'll do our best to accommodate everyone.

Once the final option blocks are confirmed, students will choose one subject from each Block A–F. - two cannot be chosen from the same block.

The 2025 option blocks below are just a guide — the 2026 blocks may vary depending on student preferences and interest.

4TH CORE	BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E	BLOCK F
Religious Studies	Combined Science 1	Combined Science 2	Creative Media Production	Drama	Computer Science	Art & Design
Global Perspectives	Biology	Chemistry	Geography	Geography	Curriculum Support	Dance
			Physical Education	Music	Food Prep & Nutrition	Design & Technology
			Physics	Textile Design	Spanish	History
				Engineering	French	Spanish
				Food Prep & Nutrition	History	Chinese
					English as Second Language	Music
						Physics

**Fig 3: (I)GCSE/BTEC Subject Blocks, January 2025 (Please note these are subject to change)**

Please note:

- **Science:** either Combined Science or Triple Science must be chosen. Please consult the Science department for advice.
- **Global Perspectives** or **Religious Studies:** one must be selected as a core subject.
- **Curriculum Support** may be chosen for those students who have special permission from Stuart Bracewell, Head of ILC.
- **EAL:** Students who have been receiving EAL (English as an Additional Language) lessons must select to follow EAL as one of their options. Please consult Harriet Custance, Head of EAL, beforehand.
- **MFL:** Native speakers of a language offered at IGCSE should consult Victoria Dovaston, Head of MFL, before selecting this as an option.
- **DT** and **Engineering:** Students should not choose both these subjects due to the significant coursework element. If you feel strongly about choosing both, please consult Mark Smith, Head of DT & Engineering, beforehand.

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

## Submitting Subject Choices Electronically

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

## Careers

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

Transferable skills such as communication, teamwork, creativity, problem solving, leadership, flexibility, listening, attention to detail and time management can be developed through a wide range of GCSE, IGCSE and BTEC options. Employers and admissions tutors will be looking for these, and recent research suggests that the young people with these skills will be more resilient to the evolving job market.



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

Please remember: there are lots of people here to support you in your choices, so please do get in touch if you need any help from Sally Saunders, Assistant Head: Pupil Personal Development and Head of Year 9, via [sallysaunders@leightonpark.com](mailto:sallysaunders@leightonpark.com).





## Current Academic Pathways in the Sixth Form

Choosing subject options now will have an impact on the future. The Sixth Form at Leighton Park offers a rich choice of the A Level route, CTEC Sport, BTEC Film & TV Production, as well as the IB Diploma Programme.

A brief glimpse of the current Sixth Form, 2025-2026, can be seen in the diagram below, further details of which can be seen in the [Sixth Form section of our website](#).

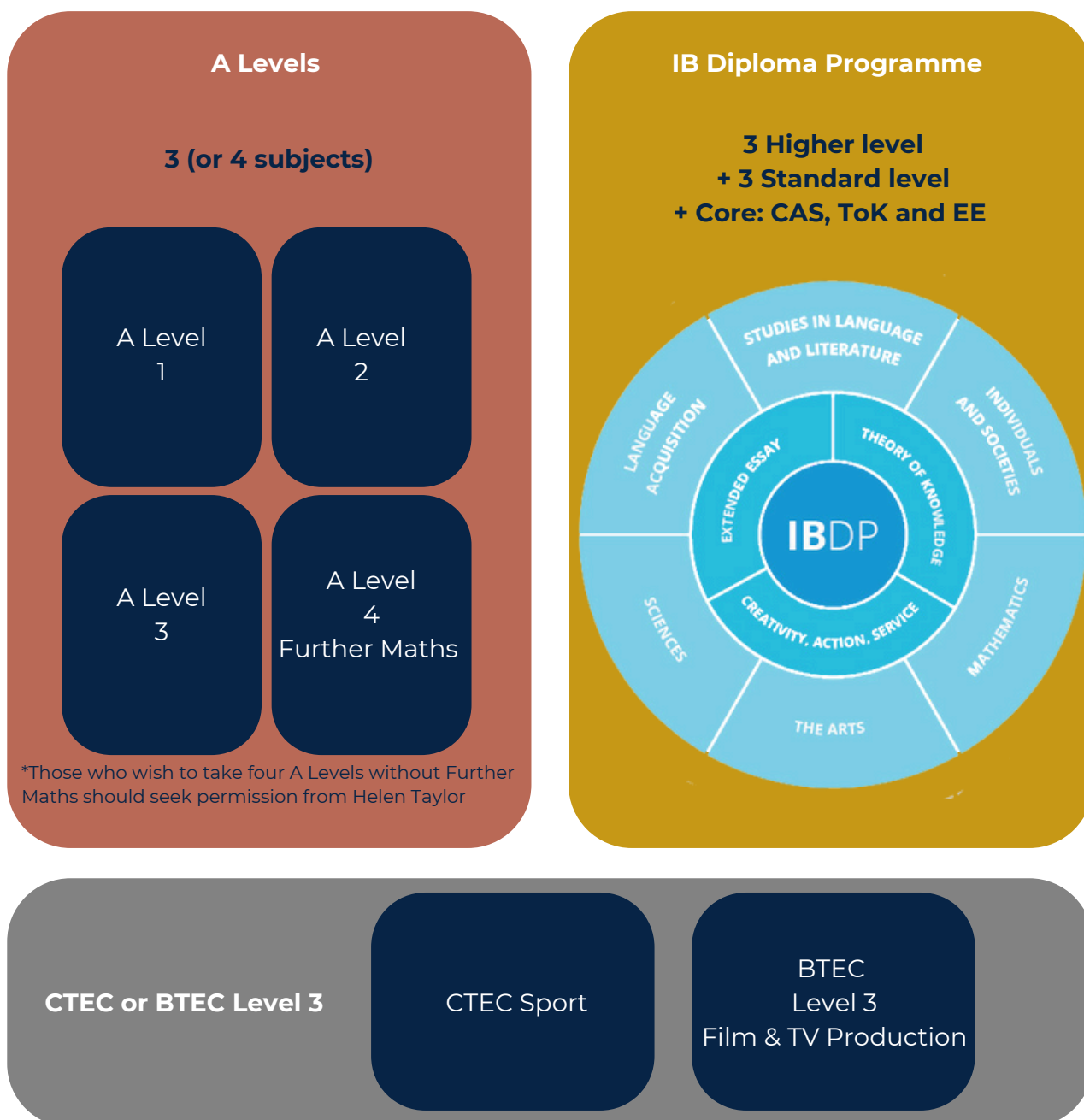


Figure 4: Current Academic Pathways in Leighton Park Sixth Form

## Key Contacts

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

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

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

Role	Name	Email Address
Tutor: Subject Combination Advice	Name	FirstnameLastname@leightonpark.com
Head of Department: Subject Specific Information	Specific names and emails in the following pages	FirstnameLastname@leightonpark.com
Assistant Head: Pupil Personal Development and Head of Year 9.	Sally Saunders	sallysaunders@leightonpark.com
Assistant Head: Director of Sixth Form	Helen Taylor	helentaylor@leightonpark.com
Assistant Head: Director of IBDP and Curriculum Design	Kees Luteijn	keesluteijn@leightonpark.com
Deputy Head Academic	Alex Wallace	alexwallace@leightonpark.com

**Figure 5: Key contacts**





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# Core Subject: English Language IGCSE

**Jessica Boswell: Head of English**  
[JessicaBoswell@leightonpark.com](mailto:JessicaBoswell@leightonpark.com)

**Exam Board: Edexcel**  
**Syllabus Code: 4EA1**

The English Language IGCSE course requires students to read widely and critically across a range of non-fiction genres such as travel literature, journalism, and persuasive writing. Through the detailed study of a variety of texts drawn from across the centuries, students will develop confidence in identifying and exploring writers' purposes and techniques. They will also learn to apply this understanding in the composition of their own writing.



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



## **Paper 1: Non-Fiction Texts & Transactional Writing** - 2 ¼ hour examination - 60% weighting

Content: Section A	Students will respond to questions on an unseen text and a text from a pre-studied anthology.
Section B	Students will complete an extended piece of transactional writing e.g. an article, a speech.
Criteria assessed	Understanding and evaluation of non-fiction writing; ability to write effectively for a variety of audiences and purposes.

## **Coursework** - 2 pieces of coursework - 40% weighting

Content: Task 1	One analytical essay exploring a topic of their choice on three anthology texts (poetry and prose).
Task 2	Students produce a personal and imaginative writing piece.
Criteria assessed	Understanding and evaluation of literary texts; ability to write effectively for a variety of audiences and purposes.

## **Spoken Language** - 0% weighting

Format	A variety of activities carried out throughout the course, focused on individual presentation, group work.
Criteria assessed	Clarity of spoken expression; suitability of language selected for the task; ability to respond fluently and with understanding to unprepared questions or stimuli.

# Core Subject: English Literature IGCSE

**Jessica Boswell: Head of English**  
[JessicaBoswell@leightonpark.com](mailto:JessicaBoswell@leightonpark.com)

**Exam Board: Edexcel**  
**Syllabus Code: 4ET1**

The English Literature IGCSE involves the study of a range of engaging and popular texts, that remain both challenging and accessible for all learners. The texts include poetry, prose and drama and

reflect the work of a diverse range of writers and poets. We follow the coursework and examination option, ensuring that students develop the ability to read and respond to a wide range of literary texts from around the world, develop an appreciation of the ways in which writers use literary techniques, explore the writer's use of language to create effects and, most importantly, allow students to find enjoyment in reading literature.

## **Paper 1: Poetry & Modern Prose** - 2 hour examination - 60% weighting

Content: Section 1	Students answer one essay question on an unseen modern poem then answer a comparative question based on work from a pre-studied anthology of poetry.
Section 2	Students answer one essay question on a pre-studied prose text.
Criteria assessed	Understanding and evaluation of the ideas and styles of literary texts. Ability to compose fluent, analytical responses to questions on passages and whole texts.

## **Coursework: Modern Drama & Literary Heritage** - 2 pieces of coursework - 40% weighting

Content: Section 1	Students answer one essay question (negotiated with teacher) on a studied Modern Drama text.
Section 2	Students answer one essay question (negotiated with teacher) on a studied Literary Heritage text.
Criteria assessed	Understanding and evaluation of the ideas and styles of a range of texts. Ability to compose fluent, analytical responses to questions.

The texts for study are currently:

### **Literary Heritage**

One heritage text from the list below:  
Romeo & Juliet – William Shakespeare  
Macbeth – William Shakespeare

### **Modern Prose**

One prose text from the list below:  
Of Mice & Men – John Steinbeck  
To Kill a Mockingbird – Harper Lee  
Things Fall Apart – Chinua Achebe  
The Whale Rider – Witi Ihimaera  
The Joy Luck Club – Amy Tan



### **Modern Drama**

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

### **Poetry**

A range of poems drawn from the published Edexcel anthology.



# Core Subject: Mathematics IGCSE

**Leni Samuel: Head of Mathematics**  
[LeniSamuel@leightonpark.com](mailto:LeniSamuel@leightonpark.com)

**Exam Board: Edexcel**  
**Syllabus Code: 4MA1**

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

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

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

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

- Number
- Algebra
- Geometry
- Statistics

The aims of the course are:

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

- To give students an appreciation of the importance of mathematics in society, employment and study

This course is a solid basis and good preparation for students wishing to study Mathematics in further depth in the Sixth Form. For further information: <https://bit.ly/iGCSEMaths>



# Additional Mathematics Opportunities

In Year 11, for the more able students who wish to extend Mathematics beyond IGCSE and those who wish to take the subject to A Level, we offer two other Maths courses:

## **AQA Level 2 Certificate in Further Mathematics**

**Exam Board: AQA**  
**Specification Code: 8365**

This free-standing Mathematics qualification is designed to stretch and challenge high-achieving IGCSE mathematicians. It extends students' algebraic reasoning, problem-solving and mathematical fluency beyond the IGCSE course, and provides excellent preparation for progression to A Level Mathematics and Further Mathematics.

It is designed for learners who are likely to achieve the highest grades at IGCSE and who wish to deepen their mathematical understanding. The qualification complements IGCSE Mathematics and prepares students for the increased rigour of Level 3 study, without overlapping with AS Level Mathematics.



## **Pearson Edexcel Level 3 Award in Algebra**

**Exam Board: Edexcel**  
**Syllabus Code: AAL30**

The Pearson Edexcel Level 3 Award in Algebra is designed to stretch and challenge high-attaining students in Set 2 who are secure in IGCSE Mathematics and would benefit from additional algebraic depth.

The course develops higher-level algebraic skills, with a strong focus on algebraic manipulation, functions, sequences and series, and algebraic reasoning. It builds confidence, fluency and mathematical maturity, helping students to tackle more demanding problems and prepare for the increased rigour of Level 3 study.

This qualification complements the IGCSE Mathematics course and is intended as an additional qualification rather than a replacement. It extends beyond the IGCSE curriculum without overlapping with AS or A-level Mathematics, providing effective stretch and supporting progression to A-level Mathematics and related subjects



# Global Perspectives IGCSE

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**Richard Duckett: Head of Department**  
[RichardDuckett@leightonpark.com](mailto:RichardDuckett@leightonpark.com)

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

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

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

- Investigating the link between globalisation and Somali pirates, constructing websites, supporting charitable causes and writing to the United Nations about climate change, are just some of the activities learners are pursuing through the Cambridge IGCSE Global Perspectives course.

## Assessment

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

Students will complete three components, with topics drawn across the three components from the following list:

- Arts in society
- Change in culture and communities
- Climate change, energy and resources
- Conflict and peace
- Development, trade and aid
- Digital world
- Education for all
- Employment
- Environment, pollution and conservation
- Globalisation
- Health and wellbeing
- Law and criminality
- Media and communication
- Migration and urbanisation
- Political power and action
- Poverty and inequality
- Social identity and inclusion
- Sport and recreation
- Technology, industry and innovation
- Transport, travel and tourism
- Values and beliefs
- Water, food and agriculture





# Global Perspectives IGCSE continued

## **Component 1: Written Examination** - 35% weighting

- Candidates will answer four compulsory sections. Questions are based on sources and will require a variety of short and long answers. The sources will present a global issue from different perspectives, drawn from any of the topics above. It is a skills-based exam, so prior knowledge of the issue being investigated is not required.
- This component is externally assessed.

## **Component 2: Individual Report** - 30% weighting

- 1,500 – 2,000 words chosen by the candidate on one topic area from the list above:
- This component is internally set and externally marked.

## **Component 3: Team Project** - 35% weighting

- Candidates devise and develop a collaborative project into an aspect of one topic from the list on the previous page.
- This project must allow for the exploration of different cultural

perspectives. The Team Project comprises two elements:

- Team Element 300 – 400 words
- Personal Element 750 – 1,000 words
- This component is internally assessed and externally moderated.



In Year 10 students will be allocated three lessons per fortnight and will complete Component 1 in the Autumn and Spring terms. Component 3 will be started in the Summer term.



In Year 11 students will be allocated five lessons per fortnight and will finish Component 3 by October Half Term. Component 2 will be completed by the middle of the Spring term, so that Component 1 can be revised in preparation for the written exam in May.



# Religious Studies GCSE

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**Stephen Taynton: Head of Philosophy,  
Religious Studies and Values**  
[StephenTaynton@leightonpark.com](mailto:StephenTaynton@leightonpark.com)

**Exam Board: AQA**  
**Syllabus Code: 8062BA**

The course encourages the development of philosophical, ethical and theological thinking. Students will be examined in their knowledge and understanding of the issues covered and their ability to evaluate. All the lessons involve discussion and debate and a high level of independent learning is expected. The course explores contemporary moral issues and students will develop their own thoughts and opinions on these issues. Additionally students will have a clear understanding of differing viewpoints, particularly with reference to contemporary views on religion.

**Examinations** - two written papers - 1  $\frac{3}{4}$  hour each

**Paper 1:** Beliefs and Practices in Christianity and Buddhism

**Paper 2:** Philosophical, Religious and Ethical Studies

## **Year 10 course of study**

*Theme - Relationships and families:*  
Students will study modern views on the relationships and families with reference to the religious, non-religious beliefs and attitudes to the changing nature of relationships and families in contemporary British society. The two main units under discussion will be: sex, marriage and divorce; families and gender equality.

**Beliefs - Christianity:**

Students will study the beliefs and teachings and their basis in Christian sources of wisdom and authority. Students will investigate the nature of God; belief in creation; the afterlife.

**Theme - Religion and Life:**

Students will investigate the origins and values of the universe, focusing on scientific truth versus religious truth; the origins and value of human life which focus on contemporary moral issues like euthanasia and abortion.

**Beliefs - Buddhism:**

Students will study the beliefs and teachings of the Buddha with a focus on Buddhist sources of wisdom and authority. Students will investigate the life of the Buddha; the Buddha's search for enlightenment and how these beliefs influence Buddhists today.

**Theme - Religion, Peace and Conflict:**

Students will investigate the contradiction of religious teachings of peace, justice, reconciliation and forgiveness with that of violence, terrorism, and various aspects of war and conflict in our modern world.

## **Year 11 course of study**

**Practices - Christianity:**

Students will conclude their study in Christianity and will focus on Christian practices, with a focus on worship, festivals and the role of the church in the community at a local, national and international level.

**Theme - Religion, Crime & Punishment:**

Students will investigate the reasons for crime and why people commit crimes; the many types of punishment; and different religious views on crime and punishment.

**Practices - Buddhism:**

Students will discuss how Buddhist practices allow a Buddhist to show devotion to the Buddha through ceremonies, festivals, different types of meditation, retreats and rituals.

# Option: Curriculum Support

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**Stuart Bracewell: Head of Individual Learning Centre/SENDCo**  
**[StuartBracewell@leightonpark.com](mailto:StuartBracewell@leightonpark.com)**

Curriculum Support is for those students who may struggle to navigate the demands of the curriculum offer of up to 10 GCSEs. It allows these students an opportunity to spend some extra-time on their coursework and their prep, to pre-learn content for upcoming lessons and to review content from past lessons.

Please note that this is not a taught subject. The aim of curriculum support is to provide additional time and space for students who need it. The role of the teacher here is not to teach them new material but to provide the support they need to access and use this time and space to meet their own individual needs

Curriculum Support is an option for students are not accessing a language at GCSE. It is also ideal for students who are accessing ILC sessions as it prevents students from missing any core or curriculum subjects to access their ILC sessions.

Any student wishing to undertake the Curriculum Support course must first consult with Stuart Bracewell, SENDCo. Please do email me directly to request this and the reason why you think this course will benefit your child.





# Option: Art & Design GCSE

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

**Exam Board: AQA**  
**Syllabus Code: 8201**

By responding to and using materials from the society and culture in which it finds itself, the Art and Design course should extend students' understanding of the role of art and design in society. The study of art and design is thus an educational experience which is applicable to everyday life. Here we follow the AQA GCSE Art & Design syllabus, offering a variety of specialist areas of study. Through exploring the Art, Craft and Design course students are able to encompass and develop a range of skills, processes and approaches within their artistic practice, preparing them well for courses of further study at a high level.

This course should include at least two of the areas of study listed below:

- **Fine Art:** painting and drawing, sculpture, printmaking, land art, installation
- **Graphic Communication:** illustration, advertising, package design, digital media
- **Textile Design:** fashion, printing, construction, embellished surfaces
- **Three-Dimensional Design:** ceramic, interior, product and architectural design
- **Photography:** portraiture, landscape, still life, documentary - 35mm or digital format

The Art and Design course demands a high degree of personal involvement and commitment. Throughout the two years students will consider ways in which they prefer to work. The course will provide an opportunity to experience a range of content from which an appropriate

individual course of study will be 'negotiated' within an ongoing portfolio.

Evidence of drawing and written annotation will form a key part of the portfolio and the externally set assignment.

**Component 1: Portfolio of Work** - 60% weighting

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

**Component 2: Externally Set Assignment** - 40% weighting

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

## **Trips and Visits:**

Local, London and UK based gallery/museum visits take place at various points during the course. International visits tend to take place during the Summer Term of Year 10.

A link to AQA GCSE Art & Design Specification is below:  
<https://bit.ly/AQAArtandDesign>



# Option: Biology GCSE

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**Jack Sims: Head of Biology**  
[JackSims@leightonpark.com](mailto:JackSims@leightonpark.com)

**Exam Board: OCR Gateway (Biology A)**  
**Syllabus Code: J247**

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

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

The course comprises six teaching topics:

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

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

**Paper J247/03** - 1  $\frac{3}{4}$  hour examination - 50% weighting

- Assesses content from Topics B1-B3
- 90 marks
- Includes multiple choice questions and short answer questions plus an extended six-mark level of response question

**Paper J247/04** - 1  $\frac{3}{4}$  hour examination - 50% weighting

- Assesses content from B4-B6 with assumed knowledge of Topics B1-B3
- 90 marks
- Includes multiple choice questions and short answer questions plus an extended six-mark level of response question

## Mathematical Content

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

## Working Scientifically

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

It is expected that students who wish to study GCSE Biology also study GCSE Physics and Chemistry.



# Option: Chemistry GCSE

**Rachel Milhofer: Head of Chemistry**  
[RachelMilhofer@leightonpark.com](mailto:RachelMilhofer@leightonpark.com)

**Board: OCR**  
**Syllabus Code: J248**

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

These six modules are given below:

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

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

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

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

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



# Option: Chinese GCSE

**Victoria Dovaston: Head of MFL**  
[VictoriaDovaston@leightonpark.com](mailto:VictoriaDovaston@leightonpark.com)

**Exam Board: Edexcel**  
**Syllabus Code: 1CNO**

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

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

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



Students will practise the four skills of listening, speaking, reading and writing through a variety of methods, such as via our online language learning portal,

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

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



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

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

The topics are divided into five areas:

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

This course is intended for non-native speakers; Native speakers of Mandarin considering this option should speak to Victoria Dovaston about taking Chinese as an extra GCSE.



# Option: Combined Science A GCSE

**David Hammond: Head of Science**  
[DavidHammond@leightonpark.com](mailto:DavidHammond@leightonpark.com)

**Jack Sims: Head of Biology**  
[JackSims@leightonpark.com](mailto:JackSims@leightonpark.com)

**Rachel Milhofer: Head of Chemistry**  
[RachelMilhofer@leightonpark.com](mailto:RachelMilhofer@leightonpark.com)

**Sarah Senior: Head of Physics**  
[SarahSenior@leightonpark.com](mailto:SarahSenior@leightonpark.com)

**Exam Board: OCR**  
**Syllabus Code: J250**

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

reduced content compared to the separate science subjects. Therefore, it is still an excellent preparation to study any of the Sciences at A Level or within the International Baccalaureate Diploma, but students use one less option slot compared to those who study all three sciences separately at GCSE. The full specification is available at: <https://bit.ly/CombinedScienceA>

## Assessment

Each science subject is assessed by examination at the end of Year 11 with two papers per subject, six examination papers in total. Each paper is seventy minutes long and worth 60 marks. Paper one assesses the first three teaching topics and paper two examines the others, with an assumed knowledge of topics one to three (for details of topics see table below).

## Content Overview

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

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

# Option: Computer Science GCSE

**David Owen: Head of Computer Science and ICT**

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

**Exam Board: OCR**

**Syllabus Code: J277**

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



The qualification is split into two components:

**Component 1 – Computer Systems** - 1 ½ hour examination - 50% weighting

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

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

**Component 2 – Computational thinking, Algorithms and Programming**- 1 ½ hour examination - 50% weighting

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

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and integrated development environments



# Option: Creative Media Production

## BTEC Level 2 First Award

**Rosemary Scales: Director of Music and Media**

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

**Reece Kelly-Gould: Head of Film and TV**

[ReeceKelly-Gould@leightonpark.com](mailto:ReeceKelly-Gould@leightonpark.com)

**Exam Board: Pearson**

**Qualification Number: 603/1238/5**

### Is this the right subject for me?

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

### What will I learn?

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

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

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

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

This course is made up of three components:

### Component 1: Exploring Media Products - Internal assessment - 30% weighting

Aim: learn about the media sector and investigate media products across the following sub-sectors:

- audio/moving image (TV programmes, films, video shorts, animations, radio broadcasts)
- publishing (newspapers, magazines, books, e-magazines, comics)
- interactive (websites, mobile applications, mobile games, video games, online games)

Students will explore: content and purpose of digital media products; style and the use of digital design principles; idea generation and the production process; industry regulations and professional practices.

### Component 2: Developing Digital Media Production Skills - Internal assignments - 30% weighting

Aim: develop technical skills and techniques in the discipline of audio/moving image

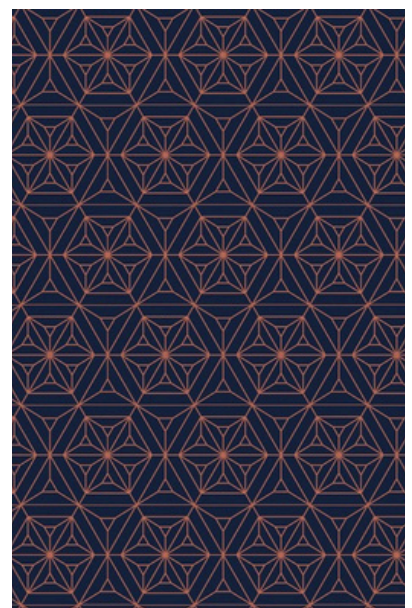
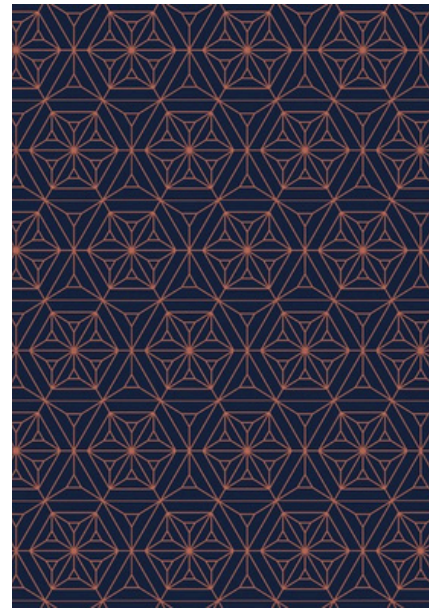
During Component 2, students will: experiment with a variety of media production skills and techniques; apply the technical skills that they learn; reflect on their progress and use of skills, as well as how they could improve.

### Component 3: Create a Media Product in response to a brief - External assessment - 40% weighting

Aim: apply digital skills and techniques by responding to a digital media brief.

To do this, students will: learn how to respond to a media brief; plan their response to the brief; apply skills and techniques to a production; justify the process and outcome that they have developed; reflect on their application of skills, time management and use of resources.







# Option: Dance GCSE

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**Beth Butler: Subject Lead for Dance**  
**[BethButler@leightonpark.com](mailto:BethButler@leightonpark.com)**

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

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

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

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

## **The GCSE Dance Anthology**

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

## **Assessment:**

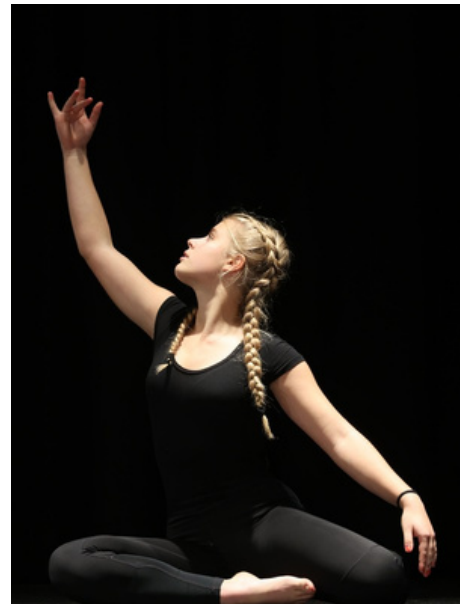
**Component 1: Performance and Choreography** - Practical Coursework - 60% weighting

- Solo performance – 2 prescribed set phrases which need to be performed accurately, demonstrating physical technical and expressive skill.  
12 marks (9% of the GCSE Grade)
- Duet or trio performance - A set duet or trio dance demonstrating physical, technical skill, expressive skill in the context of an ensemble, which will explore the 2 remaining prescribed set phrases. This dance will last for 3-5 minutes.  
24 marks (18% of the GCSE Grade)
- Solo or Group Choreography - A dance created in response to a specific stimulus question prescribed by the exam board. Candidates can choose to dance in it or choose other dancers. This dance must last 2 – 2 ½ minutes for a solo and 3 - 3 ½ minutes for a group.  
40 marks (30% of the GCSE grade)
- Mental skills: commitment, confidence, concentration, movement memory, capacity to improve and respond to feedback, rehearsal  
4 marks (3% of the GCSE Grade)

All of component 1 is internally examined and externally moderated.

**Component 2: Dance Appreciation** - 1 ½ hours written examination - 40% weighting

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



# Option: Design & Technology IGCSE

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

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

The IGCSE in Design and Technology enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product. Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process.

Due to the significant coursework element in both courses, students should speak to Mark Smith if they're considering choosing both DT and Engineering GCSE courses.

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

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

- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes
- be ambitious and open to exploring. Take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- demonstrate safe working practices in design and technology
- use key design and technology terminology, including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

The assessment for the IGCSE consists of three components:

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

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

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



# Option: Drama GCSE

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**Jessica Wittert van Hoogland: Director of Drama**

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

**Exam Board: OCR**  
**Syllabus Code: J316**

We expect our students to be self-reliant, independent, committed and enthusiastic. All the practical coursework elements involve creative co-operation with other members of the group and participation in after-school rehearsals. The course is intensive and stimulating. Theatre visits are a required element and some additional expense will be incurred. It is not necessary to be an actor to enjoy and benefit from Drama GCSE and the course is a popular choice in preparation for a wide range of post-16 choices.

## **Specification for 2024 - 2026**

**Component 1: Devising Drama** - Internally assessed practical project - 30% weighting

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

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

**Component 2: Presenting and Performing texts** - Visiting practical examination - 30% weighting

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

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

**Component 3: Performance and Response** - Written examination - 40% weighting

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





# Option: Engineering GCSE

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

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

**Exam Board: AQA**

**Syllabus Code: 8852**

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

Due to the significant coursework element in both courses, students should speak to Mark Smith if they're considering choosing both DT and Engineering GCSE courses.

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

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

- engage in a range of intellectual and practical processes in order to solve problems through the production of engineered outcomes
- develop knowledge and understanding of materials, components and resources relating to engineering
- draw on skills and understanding of

materials, processes and techniques in order to engineer products which provide a functioning solution in response to a given brief

- develop an understanding of how emerging technologies (in areas such as materials science, IT and communications, energy, medicine and robotics) have changed and will continue to change the way in which engineered products are made and used
- develop an understanding of health & safety procedures and be able to carry out practical activities in a safe way
- develop an awareness and understanding of the impact of engineering on the environment and sustainable development
- apply knowledge and understanding of mathematical concepts in an engineering related context

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

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

The GCSE consists of:

- A non-examined assessment based on a given brief set by AQA (40% weighting). The student will be expected to engineer a working prototype to a problem using both a mechanical and an electronic solution
- a 2 hour externally assessed written exam paper at the end of Year 11 (60% weighting)

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

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



# Option: English as a Second Language IGCSE

**Harriet Custance: Head of English as an Additional Language (ESL)**

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

**Exam Board: Edexcel**

**Syllabus Code: 4ES1**

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



Students develop the ability to:

- read for both gist and detail
- write in response to a given situation
- listen to a complex argument or discussion, understand the overall message and identify attitudes
- participate in extended discussion

This course builds a foundation for students wishing to progress to further study in English speaking environments. It is a linear qualification, examined through external assessment at the end of the course.

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

## **Paper 1 (4ES2/01): Reading** - 1 hour examination - 25% weighting

The Reading paper contains texts of varying lengths. They increase in challenge, complexity and length throughout the exam.

## **Paper 2 (4ES2/02): Listening** - ¾ hour examination - 25% weighting

The Listening paper contains recorded extracts of varying lengths. They increase in challenge, complexity and length throughout the exam.

## **Paper 3 (4ES2/03): Writing** - 1 ¼ hour examination - 25% weighting

The Writing paper contains three tasks, each with a specific context and target reader. For the second task there are three options and the student is required to complete one option only. The third task is always a summary task in which the student is asked to extract information from source text and summarise the text as a whole.

## **Paper 4 (4ES2/04): Speaking** - 22-23 minutes recorded examination - 25% weighting

The Speaking paper is divided into three assessed tasks, with the first task being a warm-up activity. The students are allowed 10 minutes' preparation time under supervised conditions to prepare for the role play and picture tasks. They are allowed to make notes, which they are allowed to bring into the exam room.

# Option: Food Preparation & Nutrition GCSE

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

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

**Urvashi Cran: Head of Food Technology**

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

**Exam Board: Eduqas WJEC**

**Qualification Accreditation: 601/8093/6**

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

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

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



The topics are:

1. Food, commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

## Assessments

**Component 1: Principles of Food Preparation and Nutrition** - 1 <sup>3</sup>/<sub>4</sub> hour written examination - 50% weighting

This unit will consist of two sections both containing **compulsory questions** and will assess the theory content of the GCSE specification.

Section A:

- Questions based on specified topics

Section B:

- Structured, short and extended response questions to assess content related to food preparation and nutrition

**Component 2: Food Preparation and Nutrition in Action Non-examination assessment** - NEA internally assessed, externally moderated - 50% weighting

Assessment 1: Food Investigation

- A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.
- A report of 1500 words will be produced

Assessment 2: Food Preparation

- Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.
- A report will be produced of 15 pages

These assessments will be based on a **choice** of tasks released by EDUQAS annually.

# Option: French GCSE

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**Victoria Dovaston: Head of MFL**

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

**Exam Board: Edexcel**

**Syllabus Code: 1FR1**

We recommend that students study French because it is the language of our nearest European neighbour and a major international language in its own right. Within the two years leading up to IGCSE students will have the opportunity to widen their knowledge of vocabulary and grammar which will increase their fluency and confidence in using this foreign language. Students will also gain a greater insight into the French culture and way of life.

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

We will practice the four skills of listening, speaking, reading and writing through a variety of methods, such as work via our online language learning portal, group and pair work, studying texts, and writing postcards, letters, emails and short essays.

The IGCSE is a linear course with examinations in Listening, Reading and Writing at the end of Year 11. The oral examination is conducted by the designated teacher within the school and is recorded for moderation purposes. Each of the four skills has an equal weighting of 25%.



The main course book used is produced by the examination board and therefore covers all the syllabus requirements; it has an interesting and effective approach. Activities range from simple yes/no listening exercises to extracting more information from a demanding text at the very highest level. There is plenty of opportunity for speaking practice with a partner or small group. Written activities range from simple postcards to writing more formal letters in a business style. We also use an online language learning platform.

The topics are divided into six areas:

- My Personal World
- Media and Technology
- Lifestyle and Wellbeing
- Travel and Tourism
- My Neighbourhood
- Studying and My Future

This course is intended for non-native speakers; Native speakers of French considering this option should speak to Victoria Dovaston about taking French as an extra IGCSE.



# Option: Geography IGCSE

**Oliver Staines: Head of Geography**  
[OliverStaines@leightonpark.com](mailto:OliverStaines@leightonpark.com)

**Exam Board: Edexcel**  
**Syllabus Code: 4GE1**

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

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

Studying Geography provides students with a wide range of valuable and transferable skills, not only for their further academic studies, but also into the workplace. The Edexcel IGCSE Geography specification particularly provides the opportunity to develop students' map skills, (including GIS), analysis, problem-solving, debate and decision making, as well as hands-on fieldwork during a two-night residential trip to Margam Park Field Studies Centre in South Wales\*. Consequently, the course provides an excellent foundation for those students who intend to continue their study of Geography to a higher level and also an excellent basis for further study in a variety of other subjects including Politics, Economics and Business.



To enhance student learning, we use the school grounds and local area to bring physical processes to life, as well as topical case studies and examples to ensure the course is up-to-the-minute and engaging. We aim to inspire and enthuse our students through our delivery of Geography and this, we believe, is the key to our great success as a department.

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

The IGCSE specification is divided into two papers:

**Paper 1: Physical Geography** - 1 hour 10 minutes examination

Students complete a variety of multiple choice, short answer, data response and more open-ended questions  
It is divided into two sections:

**Section A** River environments & Coastal environments

**Section B** Practical geographical investigation\* of river environments

**Paper 2: Human Geography** - 1 ¾ hour examination

Students complete a variety of multiple choice, short answer, data response and more open-ended questions  
It is divided into three sections:

**Section A** Economic activity and energy & urban environments

**Section B** Practical geographical investigation\* of urban environments

**Section C** Fragile environments and climate change



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

# Option: History IGCSE

**Helen Tatlock: Head of History**  
[HelenTatlock@leightonpark.com](mailto:HelenTatlock@leightonpark.com)

**Exam Board: Cambridge**  
**Syllabus Code: 0977**

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



Paper One: structured questions Core Content:  
The twentieth century: international relations  
since 1919  
Depth Study: Germany, 1918–45 2 hours  
60 marks, 40% weighting

Paper Two: document questions Was the Treaty  
of Versailles fair?  
1 hour 45 minutes  
40 marks, 30% weighting

Component 3: coursework  
Candidates produce one piece of extended  
writing, up to 2000 words in length, based on our  
Depth Study: Germany, 1918–45.  
40 marks, 30% weighting



# Option: Music GCSE

**Rosemary Scales: Director of Music & Media**  
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**Exam Board: (WJEC) Eduqas**  
**Syllabus Code: 3660QS**

## Is this the right subject for me?

For students who enjoy performing music in their own time and are learning an instrument, having singing lessons or enjoy creating music on computers or in a recording studio, then this is a good subject to choose! For those who would like to create music of their own, then composing will give them the opportunity. Music GCSE broadens students knowledge of all types of music, including classical, popular, stage and screen, and world music, and gives them an appreciation of the diversity of musical styles that exist today. This specification encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study.

## What will I learn?

Students will learn how to improve their performing skills and through their work in composing they will gain an insight into how music is constructed from initial ideas through to the finished product. Candidates will also learn how

to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

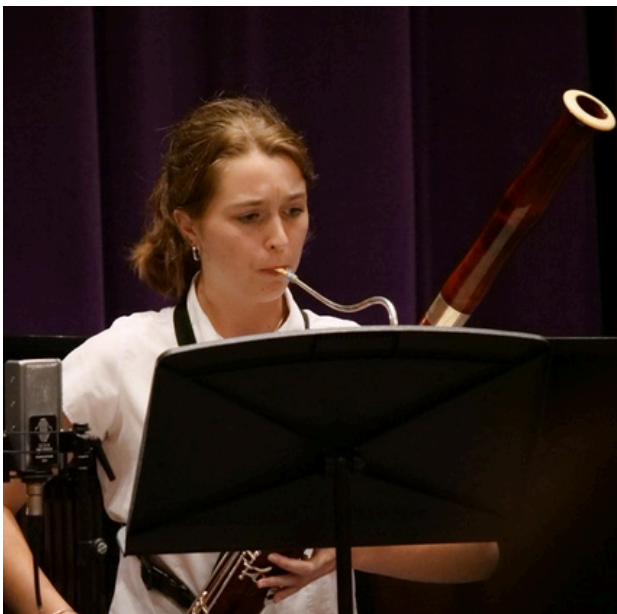
## What do I need to know, or be able to do, before taking this course?

Students have already gained many of the basic skills needed for this course in their music lessons over the last three years by:

- creating music of their own in class. This is developed in the GCSE course as students develop works for their own composition portfolio. There is a wide choice of styles available and it can be tailored to their own personal musical interests and strengths
- listening to a variety of music in class and these skills are developed further as students study two set pieces taken from Area of Study 1: Musical Forms and Devices and Area of Study 4: Popular Music
- enjoying making music, either as a soloist or in a group. The GCSE course encourages students to perform music of their own choosing and in any style, as a soloist and also in a group. To take this course, students must be able to offer just one instrument/or voice

Unit 1	Performing Music (30% weighting) - students will need to perform a minimum of two pieces with a combined duration of four to six minutes. The standard of pieces selected for performance should be broadly equivalent to Grade 3 of the graded music examinations, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble. There is no requirement to perform a solo piece if the student does not wish to.
Unit 2	Composing Music (30% weighting) - students will need to compose two pieces with a combined duration of three to six minutes.
Unit 3	Music Appraisal (40% weighting) - assessed through a listening examination. There are eight questions in total, two on each of the four areas of study.





# Option: Music GCSE continued

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

## What can I do after I have completed the course?

For those who enjoy the GCSE Music course then A Level music or Music Technology or BTEC Level 3 Digital Film and Video Production may be considered at Sixth Form level. The creative section is currently the fastest growing of the UK economy and has been since 2008, so there has never been a better time to study music.

The transferable skills for other subjects

acquired when studying music include enhancing students' listening skills needed in language examinations, enhancing performing skills giving confidence to play to an audience – useful for students intending to pursue, for example, drama or law and studying music will help them to develop their ability to think creatively and 'outside the box' as well as enhancing their ability to collaborate and work effectively with others.



# Option: Physical Education GCSE

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

## Why choose PE?

The course encourages students to make informed choices about getting involved in healthy physical activities that meet their needs and develop knowledge and understanding of the roles that the active participant can adopt and what constitutes effective performance in these different roles. As well as being ideal preparation for further study at Sixth Form, the GCSE PE course develops transferable skills and key skills that employers are looking for, leading to a wide variety of employment opportunities.

**Paper 1: The Human Body and Movement in Physical Activity and Sport** - 1 ¼ hour written exam - 30% weighting

What is assessed:

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

How it is assessed:

- answer all questions (78 marks)
- mix of multiple choice/objective test questions, short answer questions and extended answer questions

**Paper 2: Socio-cultural Influences and Well-being in Physical activity and Sport** - 1 ¼ hour written exam - 30% weighting

What is assessed:

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

How it is assessed:

- answer all questions (78 marks)
- mix of multiple choice/objective test questions, short answer questions and extended answer questions in the form of six and nine mark questions

**Practical Performance in Physical Activity and Sport** - Non-exam assessment - 40% weighting

What is assessed:

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

How it is assessed:

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









# Option: Physics

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**Sarah Senior: Head of Physics**  
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**Exam Board: OCR**  
**Syllabus Code: J249 Physics A**

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

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

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

- Topic P1: Matter
- Topic P2: Forces
- Topic P3: Electricity
- Topic P4: Magnetism and magnetic fields
- Topic P5: Waves in matter

- Topic P6: Radioactivity
- Topic P7: Energy
- Topic P8: Global challenges
- Topic P9: Practical skills

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

More information can be found on the OCR website.

Physics is a good choice for a student who:

- has enjoyed physics so far
- is good at Maths and likes to see Maths applied
- has enjoyed finding things out by experiment
- has a questioning mind and likes problem solving

Physics is a highly valued GCSE and is needed for many careers in science and engineering. It is also useful for a wide range of future studies including any other branch of science, medicine, architecture, finance and accountancy, and law.



# Option: Spanish GCSE

**Victoria Dovaston: Head of MFL**  
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**Exam Board: Edexcel**  
**Syllabus Code: ISP1**

Students will find knowledge of Spanish useful not only when on holiday in Spain (one of the UK's most popular holiday destinations) but potentially in future dealings with the Hispanic world. Spanish is one of the most widely spoken languages in the world so language skills here will have future application in many business and leisure dealings, particularly in the Americas.

Students who have studied Spanish for at least one year and who have made good progress during this time are encouraged to opt for this subject as their main language or as an



additional language if they also wish to study French, Mandarin or German. Students will be expected to follow a course which requires considerable written and spoken accuracy to reach the level required by the Edexcel board in the time available.

We will practise the four skills of listening, speaking, reading and writing through a variety of methods, such as work via our online language portal, group and pair work, studying texts, and writing postcards, letters or emails and short essays.

The IGCSE is a linear course with examinations in listening, reading and writing at the end of the second year. The oral examination is conducted by the designated teacher within the school and is recorded for moderation purposes. Each of the four skills has an equal weighting of 25%.

The main course book used is produced by the examination board therefore covering all the syllabus requirements and has an interesting and effective approach. Activities range from simple yes/no listening exercises to extracting more information from a demanding text at the very highest level. There is plenty of opportunity for speaking practice with a partner or small group. Written activities encompass simple postcards to writing more formal letters in a business style. We also use an online language platform.

The topics are divided into six areas:

- My Personal World
- Media and Technology
- Lifestyle and Wellbeing
- Travel and Tourism
- My Neighbourhood
- Studying and My Future

This course is intended for non-native speakers; Native speakers of Spanish considering this option should speak to Victoria Dovaston about taking Spanish as an extra IGCSE.





# Option: Textile Design GCSE

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**Deborah Ince: Teacher of Textile**  
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**Exam Board: AQA**

**Syllabus Code: 8204**

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

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

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

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

## **Unit 1: Portfolio of Work** - 60% weighting

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

## **Unit 2: Externally Set Task** - 40% weighting

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



## **Trips and Visits:**

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



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**Global  
Perspectives  
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Global Perspectives at LP

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Watch Physical Education

**Textiles GCSE  
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Watch Tesxtiles at LP





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