



# SIXTH FORM

AT LEIGHTON PARK

PROSPECTUS 2025

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# LEIGHTON PARK SIXTH FORM AT A GLANCE



**190 SIXTH FORM STUDENTS**



**WINNER OF THE NATIONAL ISA 2023-24 SENIOR SCHOOL OF THE YEAR AWARD**



**IB DIPLOMA OR A LEVEL**



**AVERAGE CLASS SIZE OF 7 STUDENTS**



**STUDENTS ACHIEVE THE BEST ACADEMIC PROGRESS IN BERKSHIRE (VALUE-ADD)**



**45 DIFFERENT NATIONALITIES**



**SCHOOL ACHIEVED THE BEST POSSIBLE GRADING, DOUBLE EXCELLENT, IN ISI INSPECTION PUBLISHED IN JANUARY 2022**



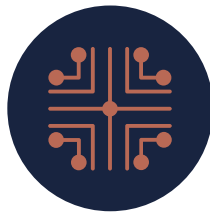
**WINNER OF ISA 2022 EXCELLENCE IN PUPIL PERSONAL DEVELOPMENT**



**NEW SIXTH FORM STUDY CENTRE 2024**



**90+ CO-CURRICULAR OPTIONS**



**CAREERS PATHWAYS FOR OXBRIDGE, MEDICINE, LAW AND OVERSEAS UNIVERSITIES**



**OAKLEAF DIPLOMA DEVELOPMENT PROGRAMME**



**74% A\*-B AT A LEVEL (2024)**



**DAY, WEEKLY AND BOARDING PLACES AVAILABLE**





# STUDENT DESTINATIONS

**95%** ACHIEVE **FIRST CHOICE UNIVERSITY PROGRAMME**

**EXCITING INTERNATIONAL UNIVERSITIES IN EUROPE AND NORTH AMERICA**

**54%** RUSSELL GROUP UNIVERSITIES

**51%** STEAM-RELATED DEGREES





# WELCOME TO THE LEIGHTON PARK SIXTH FORM

We won the national Senior School of the Year Award in the Independent Schools Association Awards 2023-24. We're also the top performing Sixth Form in Berkshire for the academic progress our students make and 14<sup>th</sup> among boarding schools in England. What we love most about this is that it proves that you don't have to spend your life memorising facts and doing endless tests to achieve top results. Our approach shows that balancing high-quality learning (and yes - hard work!) with fun, living adventurously, sports, performing arts, off-curriculum projects and helping others is the best way to achieve academic success.

We want you to really love your learning. We prioritise experiential learning and getting out of the classroom, with a focus on creative problem-solving, interdisciplinary and project-based learning. Equality is one of our core values, so you can call your teachers by their first names and be sure that they'll be by your side to support and guide you. The teachers lead the classes but everyone's opinion is important.

We offer two different programmes, the IB Diploma and A Levels, so you can pick the one that works best for you. You can build your own programme with over 90 co-curricular options and leadership and development opportunities at every stage. Ultimately, we want you to think about who you are and what you want - and then we'll do everything we can to help you achieve your goals.

Education is a partnership - so we're looking for people willing to give their all, to challenge themselves and lift those around them. Our vibrant learning community is a space where you can be yourself, and succeed as yourself.

*Helen Taylor*

Head of Sixth Form





“Leighton Park exists to form students of real character and confidence, with a determined desire to change the world. I invite you to join our vibrant learning community, to develop every aspect of yourself and achieve your remarkable potential.”

Matthew L S Judd  
Head of Leighton Park

## STUDENT CASE STUDIES



**RIO**

**43 POINTS ON IB  
MEDICINE  
UNIVERSITY OF EDINBURGH**

“Leighton Park offers something very special, from its acceptance and community to the wide range of opportunities for everyone. LP offers a great deal of support, and I am immensely thankful for it. I truly believe the way it has pushed me has allowed me to thrive.”



Discover the  
International  
Baccalaureate  
at Leighton Park





### **ANTONIA**

**43 POINTS ON IB  
MEDICINE,  
A UNIVERSITY IN GERMANY**

“Being at Leighton Park School has helped me grow as a person in so many ways. At Leighton Park School everybody is accepted for who they are and gets supported in every possible way to achieve their goals. As IB allowed me such a wide range of subjects (including Theory of Knowledge), I feel prepared to take the next step and start studying medicine in September. I will always remember those two wonderful years at Leighton Park School and the awesome community who supported me in every situation.”



### **ESTHER**

**A\*, A\*, A AT A LEVEL  
WITH A\* FOR EPQ  
MUSIC  
UNIVERSITY OF OXFORD**

“I am endlessly grateful for my time at LP. It gave me the space to learn who I am, and the community to support me in doing so. It is a very special place and I know my years at the school will be forever treasured.”



### **CEM**

**A\*, A\*, A\*, A\* AT A LEVEL  
ENGINEERING  
UNIVERSITY OF CAMBRIDGE**

“Studying at Leighton Park has been an incredible journey for me. I enjoyed every phase of it. I’ve had the privilege of meeting creative students and dedicated teachers who helped me think critically and deeply about myself and my subjects. The supportive community and enriching environment have made my time at Leighton Park truly unforgettable. I am grateful for the experiences and friendships I have gained.”





### AHMER

**A\*, A\*, A\*, A AT A LEVEL WITH AN A\* FOR EPQ MEDICINE, IMPERIAL COLLEGE**

“Sixth Form at Leighton Park is a truly unique experience. In the classroom, teachers push you to your academic limits and provide support to develop you beyond them, fuelling a life long passion for your subjects and helping you achieve to the best of your ability. We are encouraged to think ‘outside the box’, beyond the syllabus and research topics of interest. Not only does Leighton Park develop you academically but also as a person.”



### ELOISE

**38 POINTS ON IB GAME DESIGN AND DEVELOPMENT LONDON SOUTH BANK UNIVERSITY**

“I can honestly say that Leighton Park was a truly invaluable opportunity for developing my personal interests. Before attending I struggled to decide on a direction for my future, however the vastness of available activities, such as clubs, concerts and school productions, helped me to realise my potential within the arts. Being able to take the IB meant that I could leave my options open in terms of further study.”



### QAYYUM

**A\*, A\*, A\*, A AT A LEVEL COMPUTER SCIENCE UCL**

“I’ve had the privilege of learning alongside open-minded peers and dedicated teachers who have not only boosted my confidence but also helped me build a strong foundation of knowledge that will stay with me forever. What sets Leighton Park apart is the friendly and supportive relationship between students and teachers, which has made my learning experience truly enjoyable.”



Find out more about A Levels at Leighton Park







### ROWAN

**42 POINTS ON IB  
HUMAN SCIENCES,  
UCL**

“As the IB allowed me such a wide range of subject choices (and as I generally enjoyed them) I knew that I wanted the same breadth in my future university course, The Human Sciences course therefore seemed perfect to me as it combined several of my favourite subjects and required skills I had already learnt in the IB.”



### SHAUN

**A\*, A, A AT A LEVEL  
POLITICS AND INTERNATIONAL  
RELATIONS, UCL**

“I like the relaxed atmosphere of the School, where I can fully express my personality and grow as a person. My self-confidence has risen massively and I feel like I have gained so much confidence at Leighton Park but also matured as a person. I also love the amazing opportunities we are given, for example activities and trips. No other school that I know offers such diverse activities and such incredible trips and I am forever grateful that my parents are able to send me to a school like Leighton Park.”



### ISAAC

**A\*, A\*, A\*, A AT A LEVEL  
ENGINEERING  
CAMBRIDGE**

“Leighton Park has allowed me to meet people with all kinds of personal traits, which leads to me making new friends until literally the last day of school.

Friendly teachers support throughout our A Level course and understand our struggles as students. I will always remember these two years as a Leightonian.”



Explore the  
Extended Project  
Qualification at  
Leighton Park







## WHAT CAN I STUDY?

We offer the International Baccalaureate Diploma as well as A Levels in the Sixth Form. There is a lot of choice across these different programmes, with some exciting BTECs offered alongside the A Levels.

Entry into the Leighton Park Sixth Form requires a minimum of five GCSE/iGCSE passes at Level 6 or above, or equivalent overseas qualifications. Some Sixth Form subjects have additional entrance requirements. These are listed in the table on page 13. We want anyone who can benefit from our vibrant learning environment to be able to gain a place. These minimum requirements are the level at which we believe students will be able to access the curriculum at the pace at which it is taught at Leighton Park. International students will sit entrance assessments to gauge their level of attainment.

The table opposite summarises the GCSE/iGCSE entry requirements to study specific subjects at A Level or IB. These requirements are not absolute and equivalent qualifications or evidence will be considered. Subjects may vary from year to year depending on demand.

“The depth, breadth, volume and variety of knowledge, skills and understanding seen in pupils’ learning is outstanding”

Independent Schools Inspectorate, published January 2022





| 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  | ✓           | ✗  |
| Chemistry   | a grade 7 in Chemistry or 8 in Combined Science   | ✓           | ✓  |
| Chinese   | a grade 6 in Chinese, Chinese to be first language  | ✓           | ✗  |
| Computer Science  | a grade 6 in Computing or an aptitude for programming                                       | ✓           | ✗  |
| Dance   | a grade 6 required in Dance   | ✓           | ✗  |
| Design and Technology Product Design                    | grade 6 in Design and Technology, or Engineering and Maths                                  | ✓           | ✗  |
| <b>Digital Film and Video Production Level 3 (BTEC)</b> | Previous knowledge of Media/ Media Production desirable, grade 6 in GCSE Media an advantage | <b>BTEC</b> |    |
| 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   | ✗           | ✓  |
| Further Mathematics                                     | a grade 8 in Maths. An additional standalone qualification in Maths is also desirable       | ✓           | ✗  |
| Geography   | a grade 6 in Geography  | ✓           | ✗  |
| History   | a grade 6 in History  | ✓           | ✓  |
| Mathematics   | a grade 7 in Maths  | ✓           | ✓  |
| Music   | an in-depth knowledge of Music. Grade 5 Theory desirable                                    | ✓           | ✓  |
| Music Technology  | a grade 6 in Music is required or significant experience with Music Technology software     | ✓           | ✗  |
| 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                                       | a grade 6 in English and Maths  | ✓           | ✗  |
| Spanish   | a grade 6 in Spanish  | ✗           | ✓  |
| <b>Sport &amp; Physical Activity</b>                    | a GCSE in Physical Education is desirable   | <b>CTEC</b> |    |





# 10 REASONS TO CHOOSE THE LEIGHTON PARK SIXTH FORM

## 1. High achievers, naturally

We'll support you to harness your innate inner-drive to achieve the very best you can.

Leighton Park Sixth Formers achieve the best academic progress in Berkshire, with the School in the top 14 boarding schools in England. We are one of only eight schools to have always been in the top 100 performing schools in England in the UK Government's value add analysis - but we are no academic hot house.

We achieve this through exceptional teaching in small classes, fun and engaging lessons and a holistic approach to support personal development as well as academic progress. Above all, we'll support you to really think about what you want to achieve, foster your inner drive and help you find purpose in your learning.

We believe that achievement shines brightest when it spans across the different facets of a student's character and when it flows from your deep desire to develop and grow.





“The Sixth Form has been amazing, just everybody. Before she came here we never thought she could get what she’s got. They believed in her and that made her believe in herself. I don’t think she’d have been in the position she’s in had she not come to Leighton Park.”

Leighton Park parent



## 2. Choose between IB Diploma or A Levels

You are unique, with your own interests, approaches to learning and strengths. We offer two different world-class Sixth Form programmes to enable you to choose the option that will best suit your needs and goals. The attributes listed below are a good guide to which programme might suit you best - which one do you resonate with? If you're still not sure, get in touch and we'll be happy to guide you.

### IB Diploma student

- You have broad interests and like working on projects
- You are interested in global perspectives and culture
- You don't want to narrow your options down at this stage of your education
- You want to have more contact time with teachers
- You like the interdisciplinary nature of the IB Diploma and the opportunity to explore open-ended questions with more scope for creative thinking
- You enjoy that you can gain credits for your co-curricular activities
- You relish the prospect of being part of an international programme, having friends from different countries and being part of a cosmopolitan cohort
- You're excited that 97% of university admissions officers rate the IB Diploma as the best preparation for university.

### A Level student

- You have refined your interests into specific subjects and want to focus on these
- You prefer to be assessed in exams rather than coursework and feel confident that you can cope with that pressure
- You enjoy that the A Level syllabus is more defined and that subjects are studied independently of each other
- You have a clear idea of what you want to do after school
- You are interested in undertaking the Extended Project Qualification (EPQ) as an opportunity to work independently and focus on a topic that really fascinates you
- You feel that you have excellent time management skills to use study periods effectively.

Find further details about the IB Diploma and A Level programmes on pages 30 and 31





## Myth busting the IB Diploma vs A Levels

### There is more work on the IB Diploma

Students on the IB Diploma study six subjects compared to three or four for A Level students. But these six options are studied in less depth, with three at Higher Level and three at Standard Level. A Level students at Leighton Park are also strongly recommended to undertake the Extended Project Qualification (EPQ) to support their university applications. Students will need to study hard on either programme to do well.

### The IB Diploma is not suitable for Medicine

As one of the country's leading schools for STEAM we can say with confidence that the IB Diploma programme is excellent preparation for studying Medicine at university, both in the UK and internationally.

### The IB Diploma only suits linguists

IB Diploma students do have to study a different language as part of their programme but as with all our courses, you will be fully supported by language specialists and there are options for you to choose the language that suits you best.

### A Level students have more free time

IB Diploma students have more classroom teaching, while A Level students have more independent study periods. It is vital that students use these periods effectively if they are to achieve good results - they are not free time! If you prefer to have more teacher support then the IB Diploma might be a better option.

### A Levels are better for applying to UK universities

This used to be the case but UK universities now fully recognise the value of the IB Diploma. In a sector survey, University Admissions Tutors confirmed that the IB Diploma provides excellent preparation for university and the world of work, with 97% saying it is the best preparation for university study. From our recent experience IB Diploma students enjoy a slight edge over A Level students. An example would be leading university courses that require three A\*s at A Level or 37 points out of 45 on the IB Diploma - a much more achievable score.

### A Levels are narrow and limit your options

Studying three or four A Levels in depth does limit your options more than studying the IB Diploma but there are examples of where having this level of focus is valuable, for example if you want to study Maths at a leading university. The EPQ and co-curricular programme also enable you to add more breadth to your studies.



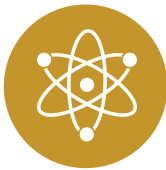
### 3. A focus on creative problem-solving

Leighton Park is committed to giving you an holistic education with strength and breadth across academic disciplines, but we are particularly well-known for our strength in interdisciplinary, creative problem-solving with 51% of our Upper Sixth leavers going on to STEAM-related degrees.

We will give you access to a number of industry and higher education partners to give you real world insights into the problems facing society today. Our STEAM Innovation Hub is home to guest speakers and workshops, as well as Club STEAM - which aims to give students the skills to take an idea and make it fly.

#### Top academic progress for STEAM

Our Sixth Form students achieve outstanding academic progress across the STEAM disciplines, placing our value-add amongst the very best in the country.



Adding 1.34 of a grade in Physics



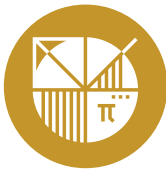
Adding 1.2 of a grade in Biology



Adding 1.18 of a grade in Maths



Adding 1.07 of a grade in DT



Adding 0.99 of a grade in Further Maths



Adding 0.83 of a grade in Computer Science



Adding 0.74 of a grade in Chemistry



Adding 0.52 of a grade in Art





**ANNIE**

**A\*, A\*, A\*, A\* AT A LEVEL  
ENGINEERING,  
UNIVERSITY OF CAMBRIDGE**

“ I appreciated having access to nature around the park at Leighton Park, as it helped me stay focused and calm during exams, as well as helping my mental health. I also valued the teachers’ inclusivity, as they encouraged me to go into STEAM subjects and organised activities to help me feel more comfortable with studying engineering at uni.”





## 4. Brand new Sixth Form Study Centre

Be one of the first students to enjoy our new Sixth Form Student Centre, with a double height library, a lecture theatre, video conferencing studio, café, common rooms, classrooms and group study hubs.

Our students already achieve the best academic progress in Berkshire - so we're excited to see what you can do when you have a new study centre, with every detail designed to support your success. As well as providing incredible spaces to learn, this development reflects our ambitions to support you to have the skills you need to be a changemaker - with a lecture theatre for inspiring guest speakers and a video conferencing studio to enable global connections and reach.

Students benefit from:

- A stunning new double-height School Library
- Lecture theatre for up to 60 people
- A modern Sixth Form Common Room
- Group study hubs for project working
- A video conference studio
- Four beautiful new classrooms
- Four quiet study hubs
- Two roof terraces for al fresco study
- Landscaped gardens.



Find out more about  
our new Sixth Form  
Study Centre





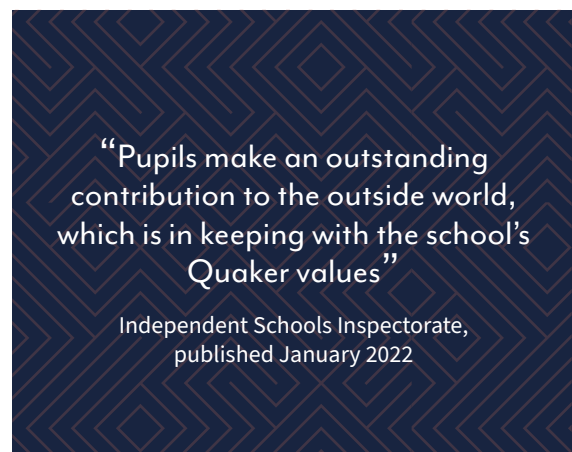


## 5. A values-led education

Our Quaker values make us unique. We distinguish ourselves by giving them currency and purpose. Simplicity, truth, respect, integrity, peace, equality and sustainability underpin, and are obvious in, our working practice, personal relationships and daily life, as well as informing our curriculum.

Leighton Park leads the UK for its work with the local community. Examples include our Sports Leaders' Award and Literacy Ambassadors programme. You will benefit from leadership opportunities and the proven boost to personal wellbeing from helping other people. We won the national Independent Schools Association Award for Outstanding Local Community Engagement two years in a row.

Within our School, values are embedded into all interactions between students and between staff and students, with inclusivity and respect at the heart of our community. Our Student-led clubs such as SAGE, Debate Club, Eco Schools Club and Amnesty International provide students with opportunities for more formal advocacy of under-represented groups.





## 6. International outlook

By joining an International Baccalaureate World School, you will benefit from a cosmopolitan, international and inclusive learning environment with students from 45 different countries.

We strongly encourage students to take the Global Perspectives iGCSE. One of our values is Peace and we believe that taking the time to understand and appreciate different cultures is a prerequisite for a peaceful and prosperous future.

You will also have the opportunity to go on amazing international trips, whether related to your academic subjects, co-curricular interests, Sports or Music tours.



“I think it’s been a very nurturing experience for us, the whole of Leighton Park, in all year groups. We had to move Ella away from her lovely friends and all that emotional stuff as well as starting her A Levels in a new school in a new country. Leighton Park has been so supportive; I highly recommend it, it’s been incredible.”

Sixth Form parent



## 7. An education for the individual

We're often asked what we do to support our students to achieve such strong academic progress. The answer is simple but the implementation is less so. You will benefit from an education that is built around your needs and learning style:

- Average class size of seven students
- Small tutor groups of 11
- A culture where students support each other
- A sector-leading Individual Learning Centre to support students' study skills
- Project-based learning with off-curriculum stimulus
- Experiential learning, including partnerships with industry and higher education
- Expansive educational trips locally, to London, Southern England and internationally.



Our **Oakleaf Diploma** celebrates the achievements of our Sixth Formers as they prepare to life beyond Leighton Park. Awarded at the end of the Lower Sixth, it teaches strong values, builds character and instils a sense of community. The ‘softer skills’ which are so necessary for success in adulthood also inspire students with a lifelong commitment to charitable behaviour and enhance their enjoyment of intellectual, physical and social activities. Some elements of the diploma are undertaken by the individual in their own time, others are timetabled into the Sixth Form curriculum. This balance ensures that the programme is a bespoke experience ideally suited to every student. The four key elements of the Oakleaf Diploma are:

### **Preparation for Adult Life (PAL)**

Students will strengthen their independence through four units:

#### **Finance**

#### **First Aid**

#### **Cookery**

#### **Adulthood**

- Getting Dressed Up: laundry and ironing, basic mending, tying a bow tie
- Getting it Right: drafting a CV, writing formal letters, sending condolences
- Getting Around: UK travel options, planning inter-railing, booking a holiday,
- Getting Ready for Uni: staying safe, self-defence, eating and cleaning

### **Ethical Changemaking (CAS)**

#### **Teaching Others**

Each student will develop their ethical changemaker skills as a Literacy Ambassador helping KS2 children at a local primary school with their reading.

#### **Learning from Others**

Five inspirational talks by active changemakers dynamically engaged in making a difference to the world.

#### **School Supported Opportunities**

The co-curricular programme offers a variety of clubs enabling students to become changemakers.

#### **Student-led Opportunities**

We encourage our Sixth Formers to be conscious of the choices they make in relation to others and to the environment through the Quaker ethos, reinforced in regular Collects.

### **Academic Extension**

#### **Study Skills**

A professional study skills coach will deliver a series of talks offering advice and trouble-shooting techniques followed by guidance sessions by the Sixth Form leadership team.

#### **School Supported Opportunities**

The co-curricular programme supports academic extension through clubs such as Extended Project Qualification (EPQ) or Aspiring High supporting students seeking Oxbridge or competitive university course entry.

#### **Student-led Opportunities**

Online courses such as MOOCs, TED talks, a Microsoft Diploma and lectures or webinars can be pursued by students in their own time

### **Wellbeing**

#### **Physical Education Lessons**

Students have two double periods timetabled each week to gain the health and wellbeing benefits of physical activity either in competitive team sports or individual activities like swimming, judo and yoga.

#### **Co-Curricular Programme**

Sports clubs and those in the creative arts can support health and wellbeing through relaxation and provide a balance to students’ academic commitments.

#### **Student-led Opportunities**

Pursuing a passion outside school not only develops independence but builds mental resilience and lifelong friendships.



## 8. Breadth and depth

You will have access to over 90 co-curricular clubs, as well as take part in games twice a week in Sixth Form. This reflects the importance we place on balance and developing every aspect of our students. It may seem counterintuitive but our approach has demonstrated that the way to support you to achieve your best possible academic progress is by combining study with wider opportunities for personal development, fun and self-reflection. We won the ISA's Award for Excellence in Pupil Personal Development in 2022 for our approach.

There is a huge range of choice, enabling you to build your own unique programme - to learn new skills, stretch yourself and make friends for life. Of the 90 co-curricular activities around 30 are related to music and performing arts, 30 to sports and 30 to academic extension like debating and coding club.

Our Sixth Formers have the opportunity to lead co-curricular activities in the School, with current examples including Amicus, our student-led charity, Amnesty International and our Sixth Form Eco Group.

- 90+ co-curricular clubs
- Duke of Edinburgh Award Scheme
- Sport (nearly 30 options)
- Leadership and mentoring
- Music, Dance and Drama
- Academic extension
- Student-led charity
- Overseas trips



“Leighton Park has given me so many brilliant opportunities to better myself: as an academic, with the first class teaching staff and academic courses that Leighton Park offers; as a musician, with the comprehensive music programme that has taken my musical abilities from strength to strength over the last four years; and athletically, with the advanced performer programme that made me a better athlete both physically and mentally.”

Dan, Lower Sixth







### Music

A Yamaha Flagship Music Education Partner and Steinberg Certified Training Centre, the Music department is one of the busiest places in the School. Over half our students study an instrument every week with one of 27 instrumental teachers. There are regular concerts and performances too with a highlight being our annual al fresco musical picnic on the park, Music for a Summer's Evening. Our strength in Music complements very strong Drama and Dance departments, with our students winning national awards across all three areas in the last two years.



### Sport

We have multiple teams across key sports like football, netball, rugby, hockey, cricket, athletics, tennis and swimming, with a wealth of other options available on our co-curricular programme like rock climbing, judo and basketball. Our top athletes are supported by our Advanced Performer Programme (APP), which provides access to the Go Perform Sports Performance Centre as well as bespoke strength and conditioning programmes, sports psychology, diet and nutrition support, trips to some of the top facilities in the country and inspirational talks from leading athletes and outside speakers.



“She has had a blast and been given so many opportunities, that I genuinely don't believe she would have got anywhere else. From Year 7 all the way through to Upper Sixth, the teaching has been exemplary, the support when she has struggled, has been incredible and the leadership opportunities she has been given have been life changing and will help so much in later life.”

Sixth Form parent



## 9. Together we're happier (and more successful)

The starting point at Leighton Park is supporting you to think about who you are, to reflect on what is important to you and to help you find purpose in your learning. Our orientation programme and bespoke Newcomers' Day help you get up to speed quickly and feel settled. You will have the chance to go on a weekend trip at the end of your first week or two at School.

Your Tutor will be there to support you to achieve your very best every step of the way, in both academic progress and personal development. The small tutor groups of only 11 students mean you get close individual support and you will see your Tutor every day. You will have the space and personal responsibility to take charge of your learning within a supportive environment with expert advice.

Our House system gives everyone a team to be part of - with fun events, student socials and competitions to ensure that everybody in the School feels part of a vibrant community.

There are five teachers that live in each boarding house, meaning there is always someone around to help.



“Pupils show an acute sense of respect for each other... and are passionate about their community”

Independent Schools Inspectorate,  
published January 2022

“One of the main things I like about Leighton Park, that made it stand out from all the other schools I visited, is the sense of inclusiveness. Everyone is given an opportunity to try new things, learn and grow as a person”

Danielle, Upper Sixth





## 10. Building your future

Our students go on to some of the most sought after university programmes in the country with our Aspiring High Programme offering dedicated support, including comprehensive pathways for Oxbridge, Medicine, Law and overseas universities. Our brilliant Careers Department will be there to help you, whatever direction you want to take – drawing on the expertise of our Old Leightonian community to give you advice and tailored interview practice.

Most of our students will go to Russell Group universities but some will be best served at specialist institutions like St George's for Medicine, the University of Lancaster for Space Science, Central St Martin's for the arts and the country's leading conservatoires for music. We've got the expertise to support you every step of the way - no matter which path you choose.

### Selected student destinations this year

University of Cambridge // Engineering x2  
University of Cambridge // Linguistics  
University of Oxford // Music  
Imperial College London // Biological Sciences  
Durham University // Philosophy and Psychology  
UCL // Engineering and Architectural Design  
UCL // Human Sciences  
University of Warwick // Neuroscience  
University of Warwick // Psychology with Education  
University of Birmingham // Mechanical Engineering  
University of Exeter // History  
University of Exeter // Business and Environment  
University of Edinburgh // Medicine  
University of York // Law  
University of Southampton // Aeronautics and Astronautics  
University of Southampton // Creative Computing  
University of Manchester // Materials Science and Engineering  
King's College London // European Politics  
Liverpool Institute of Performing Arts // Music  
University of Portsmouth // Computer Games Technology  
Bournemouth University // Film



# HOW DOES THE IB DIPLOMA WORK?

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
- **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. You can choose one subject from each block. With Leighton Park's strength across STEAM subjects, it is possible to select two sciences, one from Block 4 and one from Block 6.

## IBDP Option Blocks 2024 - 2026

The options below are routinely offered on our IB Diploma Programme. Subjects may vary year on year depending on demand. Additional options may be supported through the IBO's Pamoja platform at an additional cost.

| Block 1                          | Block 2                | Block 3             | Block 4          | Block 5              | Block 6              |
|----------------------------------|------------------------|---------------------|------------------|----------------------|----------------------|
| English A (SL)(HL)               | English B (SL)(HL)     | History (SL)(HL)    | Biology (SL)(HL) | Mathematics (SL)(HL) | Chemistry (HL)       |
| German A (SL)(HL)                | French B (SL)          | Psychology (SL)(HL) | Physics (SL)     |                      | Economics (SL)(HL)   |
| School-supported self-study (SL) | Spanish Ab Initio (SL) |                     |                  |                      | Music (SL)(HL)       |
|                                  | Spanish B (SL)         |                     |                  |                      | Visual Arts (SL)(HL) |

(SL) - Subject is available at Standard Level

(HL) - Subject is available at Higher Level

## Find out more



Find out more about our subject options in our course finder



Explore Psychology



Explore Economics



# THE LEIGHTON PARK A LEVEL CURRICULUM

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), or in exceptional circumstances in other subjects and in agreement with our Head of Sixth Form. Students may be able to take a modern foreign language as an IB Module (See Block 2 on page 30), in addition to their three A Level courses - enabling students to develop their language skills and gain more UCAS points to support their university applications.

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

| Block A  | Block B           | Block C                    | Block D                       |
|----------|-------------------|----------------------------|-------------------------------|
| Art      | Biology           | Business                   | Chemistry                     |
| Biology  | Chemistry         | Economics                  | Dance                         |
| Business | Chinese**         | Geography                  | Digital Film & TV Production* |
| Drama    | Computer Science  | Maths                      | Economics                     |
| History  | Design Technology | Music                      | Further Maths                 |
| Maths    | English           | Psychology                 | Psychology                    |
|          | Geography         | Physics                    | Religious Studies             |
|          | Maths             | Politics                   |                               |
|          | Music Technology  | Sport & Physical Activity* |                               |

\*Leighton Park offers two technical qualifications alongside the A Level Programme. These subjects provide students with opportunities to develop practical, creative and leadership skills, complimenting the academic focus of A Levels:

- CTEC Sport
- BTEC Digital Film & TV Production

\*\* Chinese is available for native speakers only

A Level students at Leighton Park are strongly encouraged to undertake the Extended Project Qualification (EPQ). This independent research project is worth half an A Level and enables students to pursue an interest that may not be covered within the syllabus of their selected A Level subjects.



Explore  
Business



Explore  
CTEC Sport



Explore  
Politics



# OUR LOCATION

Our location, 25 minutes from London, close to Oxford and the South Coast, and surrounded by some of the most historic and picturesque countryside in England, creates unrivalled opportunities for students to extend and contextualise their learning.

- London Paddington - 25 minutes
- Oxford - 25 minutes
- London Heathrow Airport - 30 minutes
- London Gatwick Airport - 1 hour, 15 minutes



## REGULAR UK TRIPS INCLUDE:

- National Theatre, Sadler’s Wells and West End shows for English, Drama and Dance
- Tate Modern, National Gallery and other Art exhibitions for Art, Textiles and DT
- British Museum and Chinatown for Mandarin South Wales and Devon for Geography
- Orierton, Pembrokeshire for Biology The Chilterns, the South Downs and Dorset for DofE
- Theme Park visits to Thorpe Park for Physics and for fun!

# ACCOLADES

**We have won a number of awards recognising the strength and success of our approach:**



Senior School of the Year 2023-24



National leader for Pupil Personal Development, winning the ISA Award for Excellence 2022



Recognised for exceptional pastoral care, achieving the Wellbeing Award for Schools 2022-2025, accredited by the National Children’s Bureau

**Awarded Best Co-Ed School 2022 South East England**

Best performing school in Berkshire and 14<sup>th</sup> among boarding schools in the UK’s Government league table for Sixth Form progress



**Excellent in all areas, the top grade, in our latest Independent Schools Inspectorate report, published January 2022**

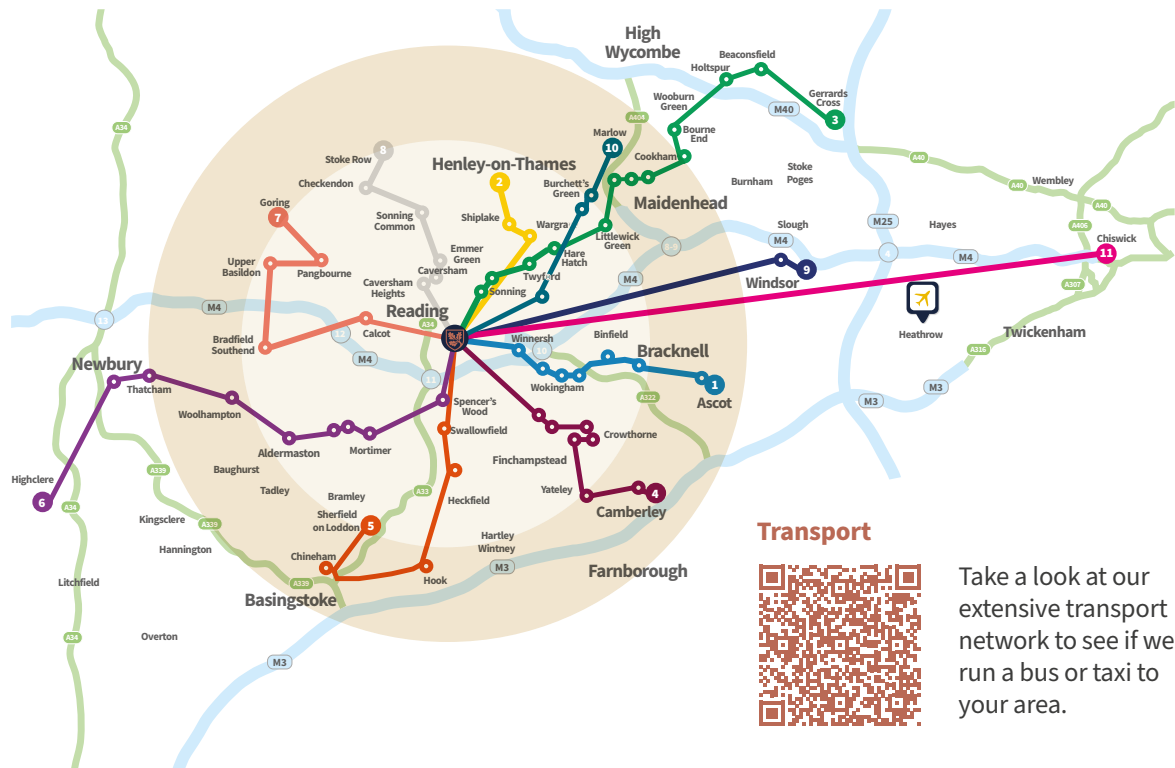
**Independent Schools Association Award for Outstanding Local Community Involvement in both 2021 and 2020**



**Award for Excellence in STEAM Education in 2020**



# TRANSPORT



## Transport



Take a look at our extensive transport network to see if we run a bus or taxi to your area.

## FEES 2024/2025

|                        | <b>UK</b> | <b>EEA</b> | <b>NON-EEA</b> |
|------------------------|-----------|------------|----------------|
| Registration Fee (£)   | 150       | 200        | 200            |
| Acceptance Deposit (£) | 1,500     | 5,000      | One term's fee |

### UK/EEA Fees (£)

#### Sixth Form

|                |        |                          |
|----------------|--------|--------------------------|
| Full Boarder   | 48,105 | <b>(16,035 per term)</b> |
| Weekly Boarder | 40,650 | <b>(13,550 per term)</b> |
| Day Student    | 29,910 | <b>(9,970 per term)</b>  |

#### Supplementary Fees

|                                     |                               |
|-------------------------------------|-------------------------------|
| Flexi Boarding Sixth Form per night | £72 (subject to availability) |
| Music Tuition per session           | £36                           |
| Individual Learning Centre per year | £1,970                        |

A full breakdown of all charges is available on our website at [www.leightonpark.com/school-fees/](http://www.leightonpark.com/school-fees/)



Find out more about our inclusive fee structure.





# A LEVEL

## SIXTH FORM COURSE OPTIONS

### **Please Note:**

// 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.

// We reserve the right not to run a subject if very few students opt for it from the Subject Blocks



# ART, CRAFT & DESIGN

## Head of Department: Mark Wood

markwood@leightonpark.com

## 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 Investigation (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 will culminate in a 15 hour time controlled outcome in the Spring term of Year 13.

In Year 12 there will also be a time controlled session to develop and finalise coursework outcomes.

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 opportunity 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

**Head of Department: Gemma Sims**  
gemmasims@leightonpark.com

**Exam Board: OCR (Biology A)**

## Will the 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.

## 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 |                |

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.

## 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!





# BUSINESS

**Head of Department: Peter Rowley**  
peterrowley@leightonpark.com

**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, while making use of quantitative data. 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 participate in the Ethical Enterprise Co-Curricular Club and visit the BMW Oxford Mini plant.

## 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><br>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><br>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><br>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><br>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

**Head of Department: Emilia Hicks**  
emiliahicks@leightonpark.com

**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

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

| Component | Assessment                                      | Duration       | Weighting |
|-----------|---|----------------|-----------|
| 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%       |



# CHINESE

**Head of Department: Anna Murgett**  
annamurgett@leightonpark.com

**Exam Board: Edexcel**

## Will the course suit me?

This course is available for native speakers only. You will need to have a good level of previous experience in learning the language. You should have an interest in Chinese cultures, while fostering an international, broad-minded outlook on the world. You should also enjoy reading and have a clear desire to express your thoughts in conversation and debate as well as be willing to engage with independent research.

## Benefits of the course:

It will allow you to gain a better insight in the language and culture. The course themes will also provide opportunities to make valuable connections to other disciplinary areas. You will develop your ability to analyse and to think

critically. Any Modern Foreign Languages course combines well with History, Ancient History, Philosophy, Psychology, Religious Studies, Politics, English and Theatre Studies.

## Outside the classroom:

- Creative writing
- Independent research project
- Educational day trips
- Educational trip to China

## Future opportunities:

In addition to those who continue to study Chinese at university, many students combine their language proficiency with a further skill to use Chinese 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.

## Course description

**Theme 1: Changes in contemporary Chinese society**

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**Theme 2: Chinese culture**

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**Theme 3: Evolving Chinese Society**

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**Theme 4: The impact of the reform and opening up in 1978 on China**

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| Component   | Time              | Overview  | Weighting |
|---|-------------------|---|-----------|
| <b>Paper 1:<br/>Listening,<br/>reading and<br/>translation</b>            | 2 hours           | <b>Section A: Listening</b> (30 marks)<br>A listening assessment based on a recording, featuring male and female Chinese speakers.<br>Students will respond to comprehension questions based on a variety of contexts and sources.<br><b>Section B: Reading</b> (30 marks)<br>A reading assessment based on a variety of text types and genres where students will respond to comprehension questions.<br><b>Section C: Translation into English</b> (20 marks)<br>An unseen passage to be translated from Chinese to English.  | 40%       |
| <b>Paper 2:<br/>Written<br/>response to<br/>works and<br/>translation</b> | 2 hours<br>40 min | <b>Section A: Translation</b> (20 marks)<br>Students translate an unseen passage from English into Chinese.<br><b>Section B: Written response to works (literary texts)</b> (50 marks)<br>Students must write an extended response on either one or two of the literary texts from the prescribed literary texts and films.<br><b>Section C: Written response to works (films)</b> (50 marks)<br>Students who answer only one question on a literary text in Section B must write an extended response on one of the films listed in the prescribed literary texts and films. | 30%       |
| <b>Paper 3:<br/>Speaking</b>  | 21 - 23<br>min    | <b>Task 1 (discussion on a Theme)</b><br>Students discuss one Theme from the specification based on a stimulus containing a short statement.<br><b>Task 2, Part 1 (independent research presentation)</b><br>Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.<br><b>Task 2, Part 2 (discussion on independent research)</b><br>Students answer questions on their presentation and then have a wider discussion on their research.                                    | 30%       |





# COMPUTER SCIENCE

**Head of Department: David Owen**  
davidowen@leightonpark.com

**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.

## How is this qualification assessed?

| Component                     | Assessment                                | Weighting | 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               |

### 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 are invited to a range of enrichment opportunities with leading global IT and Computer Science organisations.



# DANCE

**Head of Department: Beth Butler**  
bethbutler@leightonpark.com

**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.

## Outside the classroom

- Theatre trips to see professional dance work
- Personal research, reading, independent rehearsal or 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 vocational dance training.

## 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  |  |
|---|--|
| <b>What is assessed?</b> <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>  | <b>How is it assessed?</b> <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   |  |
| <b>What is assessed?</b> <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> | <b>How is it assessed?</b> <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)

**Head of Department: Mark Smith**  
marksmith@leightonpark.com

**Exam Board: Edexcel**  
**Exam Code: 9DT0**

## 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 | 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 AND TV PRODUCTION (BTEC)

**Head of Department: Rosemary Scales**  
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**Head of TV & Film: Reece Kelly-Gould**  
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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

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.

### Career Pathways

- Television Production
- Film Production
- Journalism
- YouTube
- Netflix and all streaming platforms
- Radio
- Magazines
- Social Media
- Public relations
- Marketing and Advertising (including TV and online commercials)
- Corporate Communications
- Events and Conferences
- University Undergraduate Degree



# DRAMA & THEATRE STUDIES

**Head of Department:** Jessica Wittert van Hoogland  
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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: Peter Rowley**  
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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 have the opportunity to join our economics society, 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 BMW Oxford Mini plant, 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

| Topic  | Content  |
|--|--|
| <b>Theme 1</b><br>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>  |
| <b>Theme 2</b><br>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> |
| <b>Theme 3</b><br>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>  |
| <b>Theme 4</b><br>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>      |

## Assessment

| 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

**Head of Department: Matthew Taylor**  
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**Exam Board: Edexcel**

## Will the course suit me?

English A-level requires a good level of competency in writing and a genuine enjoyment of reading a range of literary forms (prose, drama and poetry); you should enjoy film and theatre too. In addition, you should have a strong desire to discuss your ideas with your peers, defending your position with textual examples and developing your critical thinking. Studying literature not only enhances one's capacity for inference, but develops critical empathy, an increasingly vital skill in our globalised and connected world.

## Benefits of the course:

It will allow you to read a range of poetry, prose and drama from throughout history, which develops your appreciation of a wide range of literature from different periods, in different styles, genres and contexts. You will develop your ability to analyse and to think critically, which in turn improves confidence and communication skills as the course will develop oral and written powers

of expression. Students also gain an ability to link abstract ideas and concepts to real world situations and the ability to compare and contrast texts, and analyse them in detail. 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
- School newspaper
- JBH Speech Competition

## Future opportunities:

Apart from reading English at university, the course prepares you for myriad other subjects at university and careers in law, journalism, media, sports journalism, film and tv, politics, website creation, computer game design, teaching, civil service, management, retail, events management, social work, administration, publishing, public relations, marketing, librarianships, hospitality etc.

## Course description:

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



# GEOGRAPHY

**Head of Department: Oliver Staines**  
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**Exam Board: Cambridge International**

## Will the course suit me?

AS and A Level Geographers should be motivated, hardworking, have inquisitive minds and enjoy being able to link theories and ideas from the classroom to contemporary and real-life examples. Studying the subject at A Level will give you the tools to examine and explain human behaviour, understand how society functions and analyse how different countries, places and cultures interact. You will gain the ability to understand, use and interpret quantitative and qualitative research, manipulate statistical information, communicate well, and think laterally across different social phenomena. This breadth of skills serves geography students particularly well in the marketplace.

On the course you will encounter issues such as climate change and disaster management, the global debt crisis, poverty and migration. These are issues that are unlikely to diminish in importance, and the skills and critical insights you gain from investigating these and other challenges will continue to be globally relevant.

## Transferable skills:

Geography sits like an octopus at the heart of the curriculum. It is largely a science, yet combines well with a wide range of other subjects in content and skills, including (but not limited to) Biology, Chemistry, Economics, History, Politics and English. Geography prizes the ability to think laterally and draw on your experience and understanding from multiple disciplines, a key attribute for any STEAM specialist to be able to break out of 'siloed' thinking. More than any other discipline, geographers have a breadth of knowledge.

## Future opportunities:

Geography is highly valued by universities as an A Level choice, and beyond a straight Geography course, can open doors to other degrees such as business and administrative studies, law, engineering and technology, and the other social and physical sciences.

With the future of employment, skills and growth increasingly uncertain. With AI, remote working and automation, changes to how we live within our local and global environment, political turbulence and demographic change. Geography will provide you with the tools you need to navigate such a future. You will develop skills employers value – communication, collaboration, research and analysis, independence, creativity and adaptability – and will be able to build flexible careers which may move across a number of areas of employment while remaining resilient to economic downturns. (British Academy's 2020 report 'Qualified for the Future').

Graduates who study Geography are highly employable across a range of sectors and roles. In a 2010 poll of over 200,000 graduates from UK universities, those with geography degrees had the lowest rate of unemployment six months after graduation of any discipline polled, bar none (Higher Education Career Services Unit). Geographers are employed in sectors which underpin the UK economy and are among the fastest growing – financial, legal and professional services, information and communication, and the creative industries – as well as in socially valuable roles in public administration and education.

If you are looking for more direct paths: Landscape architecture, Emergency management, Environmental management, Geopolitical analysis, Land surveying, Urban planning and GIS development are just a selection of those jobs it is easier to name and group. Each of these fields above will see significant growth as opportunities to make our physical impact on the planet greener and more sustainable blossom in the coming years.

## Assessment

You will sit two AS Level Physical and Human papers at the end of year 12, each is worth 25% of your final A-Level. At the end of year 13 you sit a further two papers on Physical (Hazardous Environments, Coastal Environments) and Human (Environmental Management and Global Interdependence) topics. Each of these papers is also worth 25% of your A Level.



# HISTORY

**Head of Department: Helen Tatlock**  
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**Exam Board: Edexcel**

## 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 construct substantiated arguments about the past, 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. 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

- Study tours to Washington
- National Archives
- Parliament

## 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.





## Course description

| Content Overview   | Assessment Overview   |   |
|--|---|---|
| <p><b>In search of the American Dream: the USA, c1917-96</b></p> <p>This option comprises a study in breadth, in which students will learn about the dramatic political, economic and social transformation of the USA in the twentieth century, an era that saw the USA challenged by the consequences of political, economic and social inequalities at home and of its involvement in international conflict. The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1917-80. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: what impact the Reagan presidency had on the USA in the years 1981-96.</p> | <p><b>Paper 1:</b><br/><b>Breadth study with interpretations</b></p>      | <p><b>30%</b><br/><b>of the total qualification</b></p> |
| <p><b>South Africa, 1948—94: from apartheid state to ‘rainbow nation’</b></p> <p>This option comprises a study in depth of South Africa during its transition from white minority rule to the free elections of 1994, a long, and at times, dramatic process in which South Africa changed from an apartheid state into a multi-racial democracy. Students will gain an in-depth understanding of the creation and consolidation of the apartheid regime by the National Party and the response and methods used by their political opponents in the struggle to overthrow apartheid, as well social, economic and cultural changes that accompanied this process.</p>   | <p><b>Paper 2:</b><br/><b>Depth study</b></p>                             | <p><b>20%</b><br/><b>of the total qualification</b></p> |
| <p><b>Ireland and the Union, c1774-1923</b></p> <p>This option comprises two parts: the Aspects in breadth focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes. Together, the breadth and depth topics explore the Irish struggle for constitutional change, and the ways in which the Irish economy and society changed and their impact on mainland Britain. This was a difficult period in the development of Irish society and for Anglo-Irish relations, involving passion, tensions and commitment to different causes that were in many ways irreconcilable, and an outcome that, by 1923, left many dissatisfied and eager for further change.</p>  | <p><b>Paper 3:</b><br/><b>Themes in breadth with aspects in depth</b></p> | <p><b>30%</b><br/><b>of the total qualification</b></p> |
| <p><b>Coursework</b></p> <p>The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.</p>  |   | <p><b>20%</b><br/><b>of the total qualification</b></p> |



# MATHEMATICS AND FURTHER MATHEMATICS

**Head of Department: Leni Samuel**

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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 A Level Mathematics course contains both Pure and Applied maths, the Applied being drawn from Statistics and Mechanics.

The AQA Further Mathematics content 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 a Graphical Display Calculator in the classroom and in the exams is expected.

## **Benefits of the course**

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

## **Further opportunities**

Students who take Mathematics at this/ these level(s) often find themselves at an advantage when studying Sciences and other mathematical related degrees at university. The more groundbreaking areas of many of these courses such as GIS in Geography, Econometrics in Economics and Banking often requires a student to be competent in Mathematics.

Careers in which Mathematics has a direct bearing: Numerous Careers, some of the most obvious being 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**  
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**Exam Board: WJEC Eduqas**

## Benefits of the course

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.

## Course description:

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:

**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.

## Future opportunities

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.

## Summary of assessment is as follows:

|   | Performing                  | Composing                   | Appraising |
|---|-----------------------------|-----------------------------|------------|
| A Level<br>(students choose<br>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 |            |



# MUSIC TECHNOLOGY

**Head of Department: Rosemary Scales**

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**Head of Music Technology & Sound: Daniel Fisher-Wienesen**

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**Exam Board: Edexcel**

## Is this the Course for Me?

The A level Music Technology specification is exciting, covering a broad range of skills from: Designing and Composing to Producing and Recording; to mixing and mastering sound and music. This course would really benefit students who wish to undertake composition opportunities and studio work or acoustic design and engineering. You should have a clear desire to use the computer as an instrument to enhance sound and music production.

Music Technology offers a kaleidoscope of opportunities which can include:

- Composer for TV, Film and Games
- Acoustic Design Engineer
- Stage and Auditorium Audio Design
- Music Producer and Mixing Engineer
- Media and Event Recording Specialist
- Studio Recording Specialist
- Live Music Technician and Engineer
- New and Radio Sound Programmer
- Forensic Law Audio Mixer
- Director of Audio/Visual Events
- Foley Design and Sound Designer
- Recording Artist and Sample Pack Designer
- Multimedia Specialist
- Music Industry Business Specialist

| Component    | Assessment  | Description   |
|--------------|---|---|
| 1: Recording | <b>Non-examined assessment:<br/>externally assessed<br/>20% of the qualification<br/>Total = 60 marks</b> | <p>This section of the course focuses on Production tools and techniques to capture, edit, process and mix an audio recording.</p> <p>Students will create One recording, chosen from a list of 10 songs provided by Pearson, consisting of a minimum of five compulsory instruments and two additional instruments.</p> <p>Within this area, students will understand what microphones setups and types give the best recording outcomes of chosen instruments. They will also look at how to clean audio, mix tracks effectively and look at frequencies and processing of sounds for professional studio practice.</p> |





| Component                              | Assessment   | Description  |
|--|--|--|
| <b>2: Technology-based composition</b> | <b>Non-examined assessment: externally assessed</b><br><b>20% of the qualification</b><br><b>Total = 60 marks</b>                                | <p>This section of the course focuses on Creating, editing, manipulating and structuring sounds to produce a technology-based composition.</p> <p>Students will create One technology-based composition chosen from three briefs set by Pearson.</p> <p>When undertaking this task, students will learn how to construct sounds from scratch using synthesis and how to make professional sampling libraries using software. Students will have the opportunity to creatively explore effects using the computer as an instrument, producing sounds only computers can generate. Often supporting career areas writing for TV and Film, current commercial music and engineering instrument libraries; orchestral and synthetic.</p> |
| <b>3: Listening and analysing</b>      | <b>3: Listening and analysing</b><br><b>Written examination: 1 hour 30 minutes</b><br><b>25% of the qualification</b><br><b>Total = 75 marks</b> | <p>This section of the course focuses on Knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings supplied by Pearson.</p> <p>This exam focus will give students the fundamentals on how music technology works. They will look at production techniques carried out by famous artists in history and look at the principles of sound and audio technology. Students will also be able to experience audio technology setups for live performances, band captures and events; as well as how to create vintage sounds with historical techniques.</p>   |
| <b>4: Producing and analysing</b>      | <b>Written/practical examination: 2 hours 15 minutes (plus 10 minutes setting-up time) 35% of the qualification</b><br><b>Total = 105 marks</b>  | <p>This final area of exam will allow students to creatively respond to materials given to them, similar to what can happen in the industry.</p> <p>During this predominantly practical exam students will be asked to clean and mix audio materials using signal processing and to add new compositional writing ideas to enhance a piece of music. Students will correct issues in the material, tune recordings and master music into a completed mix. They will be asked to think about signal paths and the engineering of their mix to finalise this exam.</p>   |



# 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

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
- 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.

## Assessment

| Component   | Assessment  | Weighting | Marks & Duration    |
|---|---|-----------|---------------------|
| <b>Paper 1</b><br>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<br>2 hours |
| <b>Paper 2</b><br>Sections 6.2 (Thermal Physics), 7 and 8<br>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<br>2 hours |
| <b>Paper 3</b><br>Section A: Compulsory section: Practical and data analysis<br>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<br><br>35 marks of short and long answer questions on optional topic. | 34%       | 80 marks<br>2 hours |



# POLITICS

**Head of Department: Richard Duckett**  
richardduckett@leightonpark.com

**Exam Board: Edexcel**

## 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**  
clairegulliver@leightonpark.com

**Exam Board: AQA**

## Will the 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. 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

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



# RELIGIOUS STUDIES

**Head of Department: Stephen Taynton**  
stephentaynton@leightonpark.com

**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

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.

## 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)

## 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)

**Head of Department: Simon Bradbury**  
simonbradbury@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 two 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 but historically students have taken Organisation of Sport Events and Practical Skills in Sport and Physical Activity.

### Future opportunities

Nationally, the course is recognised as a valuable steppingstone 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.





# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

## SIXTH FORM COURSE OPTIONS

### **Please Note:**

// 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.

// We reserve the right not to run a subject if very few students opt for it from the Subject Blocks



# BLOCK 1: ENGLISH A LITERATURE

**Head of Department: Matthew Taylor**  
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; it concentrates on the study of a wide range of literature from cultures across the globe. We study five different ‘forms’: prose fiction, prose non-fiction, graphic novel, drama, and poetry. Works are selected from different periods of time, from different continents and at least four of the texts were originally written in a language other than English. This allows students to gain a solid grounding in all types of literature – from Shakespeare to Grace Nichols – while the texts in translation expand one’s 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 include presentation of material by the students, essential in effective preparation for the oral examinations, and 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.

## **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, the course prepares you for myriad other subjects at university and careers in law, journalism, media, sports journalism, film and tv, politics, website creation, computer game design, 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, as is outlined below

| <b>Assessment</b>                 | <b>External or Internal</b>  | <b>Weighting</b>     |
|-----------------------------------|--|----------------------|
| Individual Oral                   | Internal Assessment. 15 minute ‘Individual Oral’                             | SL - 30%<br>HL - 20% |
| Written Essay (HL Only)           | A written coursework assignment for HL only 1500 words; externally assessed  | HL - 20%             |
| Paper 1: Guided Literary Analysis | A Guided Literary Analysis<br>SL one text, HL two texts; externally assessed | SL - 35%<br>HL - 35% |
| Paper 2 Comparing Texts           | A Comparative Essay on two or more works studied; externally assessed        | SL - 35%<br>HL - 25% |





# BLOCK 1: GERMAN A LITERATURE

**Head of Department: Anna Murgett**  
annamurgett@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.



# BLOCK 1: SCHOOL SUPPORTED SELF-TAUGHT LANGUAGE A

**Head of Department: Anna Murgett**

annamurgett@leightonpark.com

**Subject leader: Merion Taynton**

## **Course overview:**

School supported self-taught Language A Literature is an independent study course for students who want to pursue the study of literature in a language other than that which is offered at Leighton Park. This course can only be taken at Standard Level and over the two years of the programme. Taking this course will enable students to fulfil their Group 1 Studies in Language and Literature requirement as well as qualify them for a bilingual diploma. This is an exciting opportunity for a student to deepen their understanding of their first and best language and also a challenging independent study.

Being a self-taught student offers a unique opportunity to study the literature of a language that is not offered at our school as a taught subject. A certain level of autonomy is expected, for example you will be asked to develop a list of literary works and a timeline. You will also be expected to autonomously administer the 150 hours required for the study of the course.

The School Supported Self-Taught course is similar to the taught course, which is built on the notion of conceptual learning. This means that the course is organized around concepts, or big ideas, which makes it easier to form connections between subjects and between parts of a course. Concepts are important as they are applicable and transferable to real-life situations.



# BLOCK 2: ENGLISH B LANGUAGE

**Head of Department: Matthew Taylor**  
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:<br>a) at SL visual text stimulus or<br>b) at HL an extract from the studied literary works                            | SL - 25%<br>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%<br>HL 25%     |
| Paper 2: Receptive Skills  | Listening comprehension (1 hour) (25 marks)<br>Reading comprehension (1 hour) (40 marks)  | SL 50%<br>HL 50%     |



# BLOCK 2: FRENCH B

**Head of Department: Anna Murgett**  
annamurgett@leightonpark.com

**Course overview: IB French B can be studied at Standard Level only.**

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 have acquired a 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.

**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. (25%)
- Paper 1: One writing task of 250 – 400 words on a theme studied in the course. (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.



# BLOCK 2: SPANISH B & AB INITIO

**Head of Department: Anna Murgett**  
annamurgett@leightonpark.com

## **Course overview: IB Spanish B - Standard Level or Ab initio**

The IB **Spanish B** Standard Level course enables students who already have (i) GCSE Spanish or a Level 2 course equivalent 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. 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. (25%)
- Paper 1: One writing task of 250 – 400 words on a theme studied in the course. (25%).
- Paper 2: Listening and reading comprehension (50%).

## **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.





# BLOCK 3: HISTORY

**Head of Department: Helen Tatlock**  
helentatlock@leightonpark.com

## **Course overview: IB History can be studied at Standard or Higher Level.**

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The IB Diploma Programme (DP) history course is a world history course based on a comparative and multiperspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

## **Assessment: At Standard Level**

Paper 1: A source-based paper set on the prescribed subject: Rights and Protest:

- Case Study 1: The Civil Rights Movement in the United States 1954 - 1965
- Case Study 2: Apartheid South Africa 1948 - 1964

Paper 2: An essay paper based on the World History Topics:

- The Cold War – Superpower Tensions and Rivalries (20th century)
- Independence Movements (1800–2000) - Vietnam, Ireland, India

## **Internal assessment (IA):**

A historical investigation: student choice of topic

## **Additionally at Higher Level:**

Paper 3: an essay paper based on depth studies from the History of Africa and the Middle East:

- Developments in South Africa 1880-1994
- Post-war developments in the Middle East (1945-2000)
- Post-independence politics in Africa to 2005.

## **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.



# BLOCK 3: PSYCHOLOGY

**Head of Department: Claire Gulliver**  
 clairegulliver@leightonpark.com

**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 in the effects of digital technology on thinking and memory and the merits and problems with studying animals in psychology.

Students will develop a strong understanding of the different research methods used in psychology with HL candidates taking a specific paper applying their knowledge of this.

Research methods knowledge will be applied in the Internal assessment where students will design their own experiments investigating an aspect of the Cognitive approach that they have studied.

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 choose 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.<br>SL 50% HL 40% | Exam:<br>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<br>SL 25% HL 20%    | Exam:<br>SL 1 hour<br>HL 2 hours | 1 essay per topic from a choice of 3.                                       |
| <b>Paper 3</b>             | Research Methods<br>HL only 20%  | Exam:<br>1 hour                  | Short answer question based on stimulus material.                           |
| <b>Internal Assessment</b> | Group project replicating a study in psychology.<br>SL 25% HL 20%              |                                  | 1800-2200 word report   |



# BLOCK 4: BIOLOGY

## 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 body works and be interested in how this 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.



# BLOCK 4: PHYSICS

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

## **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 1a and 1b:** multiple choice questions and database questions on the Core and AHL, (36%)

**Paper 2:** Extended response questions on the Core, AHL and Option material plus experimental technique (44%)  
Scientific investigation (20%)



# BLOCK 5: MATHEMATICS

**Head of Department: Leni Samuel**  
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## **Course overview: IB Mathematics Applications and Interpretations studied at Standard (SL) or Higher Level (HL).**

Mathematics SL is designed for those students who are confident about applying (I)GCSE techniques correctly (a Level 7 or above at (I)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 (I)GCSE or equivalent is required). It is challenging and is therefore best suited to those who enjoy the subject and the challenge of difficult problems.

As the IB's Subject Brief explains, the IB DP Mathematics: applications and interpretation course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalisations. Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics.

All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The aims of all DP mathematics courses are to enable students to:

- Develop a curiosity and enjoyment of mathematics and appreciate its elegance and power
- Develop an understanding of the concepts, principles and nature of mathematics
- Communicate mathematics clearly, concisely and confidently in a variety of contexts
- Develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- Employ and refine their powers of abstraction and generalisation
- Take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- Appreciate how developments in technology and mathematics influence each other
- Appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics.
- Appreciate the universality of mathematics and its multicultural, international and historical perspectives
- Appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
- Develop the ability to reflect critically upon their own work and the work of others
- Independently and collaboratively extend their understanding of mathematics







### Assessment at a glance:

|                 |  | Time (hours) |    | Weighting of final grade (%) |    |
|-----------------|--|--------------|----|------------------------------|----|
|                 |  | SL           | HL | SL                           | HL |
| <b>External</b> |  |              |    |                              |    |
| Paper 1         | Technology allowed<br>Compulsory short response questions based on the syllabus    | 1.5          | 2  | 40                           | 30 |
| Paper 2         | Technology allowed<br>Compulsory extended response questions based on the syllabus | 1.5          | 2  | 40                           | 30 |
| Paper 3         | Technology allowed<br>Two compulsory extended response problem-solving questions   |              | 1  |                              | 20 |
| <b>Internal</b> |  |              |    |                              |    |
| Exploration     |  | 15           | 15 | 20                           | 20 |

**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.



# BLOCK 6: CHEMISTRY

**Head of Department: Emilia Hicks**

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## **Course overview: IB Chemistry can be studied at 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 aim of the syllabus is to integrate concepts, topic content and the Nature of Science through inquiry. For this reason the course is split into 4 distinct topics areas; Materials, Fuels, Controlling Reactions and Medicinal Chemistry. Each topic starts by covering the relevant knowledge and skills, leading into specific applications or case studies.

The syllabus aims to encourage a hands-on inquiry approach wherever possible as such a new set of practical skills, under the titles of 'Tools and Inquiry', have been introduced. As part of the course a Higher Level student will complete 60 hours of practical work (Standard level 40 hours),

10 of which will be a Collaborative Sciences project (formally the 'Group 4 project') and 10 hours will be the Scientific Investigation.

As part of the syllabus skills programme, we will incorporate several other areas of study. These will include the Nature of Science, International-mindedness, Theory of Knowledge, Maths and ICT.

**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.





### Assessment at a glance:

| Type of assessment       | Format of assessment   | Time (hours) |     | Marks |    | Weighting (%) |
|--------------------------|--|--------------|-----|-------|----|---------------|
|                          |  | SL           | HL  | SL    | HL |               |
| <b>External</b>          |  | 3            | 4.5 |       |    | 80            |
| Paper 1                  | 1A - Multiple-choice questions<br>1B - Data-based questions                                    | 1.5          | 2   | 55    | 75 | 36            |
| Paper 2                  | Short-answer and extended-response questions   | 1.5          | 2.5 | 50    | 90 | 44            |
| <b>Internal</b>          |  |              |     |       |    |               |
| Scientific Investigation | Internally assessed by the teacher and externally moderated by the IB at the end of the course | 10           | 10  | 24    | 24 | 20            |



# BLOCK 6: ECONOMICS

## Head of Department: Peter Rowley

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### 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.





**Assessment table:**

|                            |   |                            |  |
|----------------------------|---|----------------------------|--|
| <b>Paper 1</b>             | An extended response paper<br>Students answer one question from a choice of three<br>SL 30% HL 20%  | Exam: 1 hour<br>15 minutes | 1 set of two essays chosen from a choice of three sets   |
| <b>Paper 2</b>             | A data response paper<br>Students answer one question from a choice of two<br>SL 40% HL 30%   | Exam: 1 hour<br>45 minutes | One set of data response questions and essay chosen from two sets  |
| <b>Paper 3</b>             | A policy paper<br>Students answer two compulsory questions<br>HL 30%  | Exam: 1 hour<br>45 minutes | One set of data and Policy questions chosen from two sets  |
| <b>Internal Assessment</b> | A Portfolio demonstrating the application of knowledge and understanding of economic theory in relation to real-world situations<br>SL 30% HL 20% |                            | Portfolio must cover Micro, Macro, and Global Economic topics. Each component word count is limited to 800 words |





# BLOCK 6: MUSIC

**Head of Department: Rosemary Scales**  
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## **Course overview: 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**

Examples of relevant musical materials may include:

Protest songs  
Liturgical music  
National anthems

#### **2. Music for listening and performance**

Examples of relevant musical materials may include:

Chamber music of the Western art tradition  
Cool jazz  
Experimental music

#### **3. Music for dramatic impact, movement and entertainment**

Examples of relevant musical materials may include:

Music for film  
Music for ballet  
Musical theatre

#### **4. Music technology in the electronic and digital age**

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  | SL  | HL  |
|---|-----|-----|
| <b>Exploring music in context</b><br>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><br>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><br>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><br>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. |     | 30% |



# BLOCK 6: VISUAL ARTS

**Head of Department: Mark Wood**  
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**Course overview: IB Visual Arts can be studied at Standard and Higher Level.**

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.

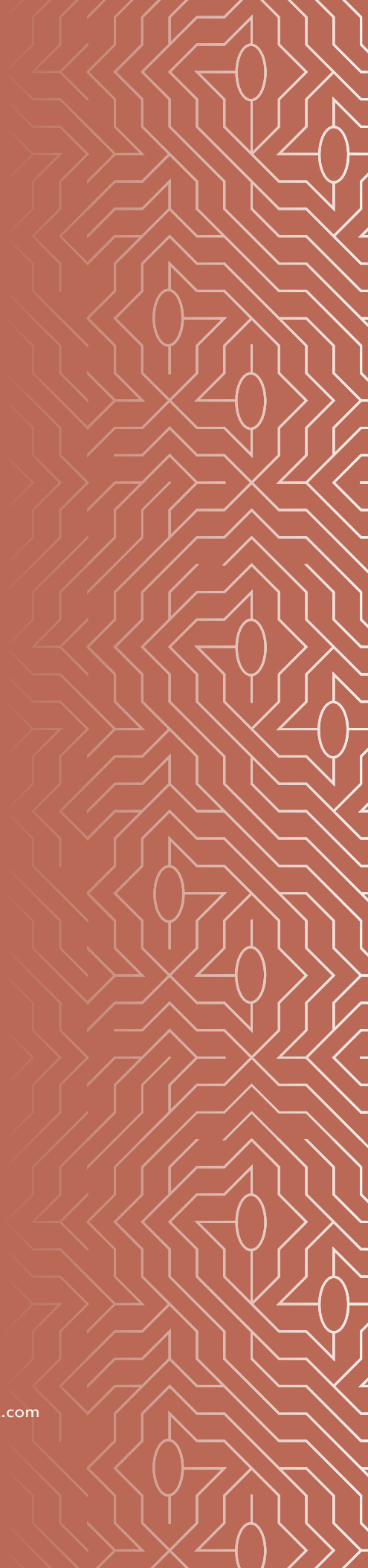
### Key features of the assessment model

- 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% |
| <b>At SL:</b> Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 screens.  | <b>At HL:</b> 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% |
| <b>At SL:</b> 9–18 screens. The submitted work should be in at least two different art-making forms.   | <b>At HL:</b> 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% |
| <b>At SL:</b> 4–7 pieces with exhibition text for each. A curatorial rationale (400 words maximum).  | <b>At HL:</b> 8–11 pieces with exhibition text for each. A curatorial rationale (700 words maximum).   |     |     |





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