THE Leys
CAMBRIDGE



GCSE OPTIONS
2027-2029



Contents

Core Subjects **4**
English Language 5
English Literature 6
Mathematics 7

Sciences **8**
Biology 9
Chemistry 10
Physics 11
Double Award Science 12

Option Subjects **16**
(choose at least four)
Ancient History 17
Art and Design 18
Computer Science 19
Design Technology 20
Divinity 21
Drama 22
French 23
Geography 24
German 25
History 26
Latin 28
Music 29
Spanish 30
Sport Science 31

A message from *The Head*



Moving into Year 10: A New Chapter

GCSE study marks an important stage in your educational journey. It is a chance to explore subjects that genuinely interest you, deepen your understanding of the world, and discover more about yourself as a learner. These years are about much more than examinations; they are an opportunity to develop confidence, resilience, intellectual curiosity and a joy of learning that will serve you long beyond school.

As you enter Year 10, you will make decisions about the subjects you wish to study. These choices matter. GCSE courses provide an important foundation for future study, and GCSE results remain a significant factor in university admissions, particularly for the most competitive courses. With recent reforms to A Levels, strong GCSE outcomes are likely to carry even greater weight.

Yet these decisions should not be driven solely by future applications. The most rewarding subjects are often those that genuinely engage and stretch you. When you enjoy what you are learning, success frequently follows.

This booklet is designed to guide you through the options available. It outlines both the core curriculum and the range of additional subjects you may choose. Our aim is to offer a broad and balanced education: strong foundations in the Sciences, Humanities, Mathematics and English, alongside opportunities to pursue subjects that reflect your individual interests and talents.

We will do our best to accommodate your choices and, where possible, any changes you wish to make later. Timetabling constraints and class sizes can sometimes limit flexibility, but we will work closely with you throughout the process.

Choose thoughtfully. Select subjects that spark your curiosity, that you are keen to explore in greater depth, and in which you believe you can flourish.

I wish you every success as you begin your GCSE courses and look forward to seeing your confidence, curiosity and scholarship continue to grow in the years ahead.

Clare Ives
Head

CORE SUBJECTS

English Language
English Literature
Mathematics

English Language

Head of Department: Ms P Stones
Exam Board: Edexcel (IGCSE)

The English Language course is designed to prepare pupils' reading, writing and critical thinking skills to enable them to communicate and succeed in class and beyond. The course is comprised of a range of texts, both fiction and non-fiction, poetry and prose; pupils will be introduced to material from different cultures and time periods and they will be encouraged to consider the different ways of reading a text. The English Language course offers a variety of writing opportunities which will allow pupils to experiment with voice, technique and style.

Course Structure

The teaching of the Language and Literature IGCSEs are integrated. Pupils will study part of the non-fiction anthology which will feature in the exam in the Summer Term of Year 9, and will begin Year 10 with the Creative writing coursework. In the Easter Term of Year 10 they will complete the analytical Prose and Poetry coursework, and in the Summer Term they will study the remainder of the non-fiction anthology. In Year 11 pupils will practise transactional writing skills for the written section of the IGCSE exam, as well as revising non-fiction anthology texts.

Assessment Structure

The Language IGCSE contains two pieces of coursework (worth 40% of the qualification) which are written in Year 10:

Poetry and Prose - a 20% coursework in which pupils compare two texts selected from an anthology published by the exam board.

Creative writing - a 20% coursework in which pupils produce a creative piece in accordance with a theme chosen by their teacher.

The English Language exam (60%) is a 2hr 15 paper and is split into a Reading section worth 45 marks, and a Writing section worth 45 marks.

"The transactional writing part of the GCSE allowed me to express a creative side, with article and speech writing being a highlight."

~ Tom H





Discover more:

www.theleys.net/academic/subjects

English Literature

Head of Department: Ms P Stones
Exam Board: Edexcel (IGCSE)

The English Literature IGCSE introduces pupils to poetry, prose and drama, both traditional and contemporary, from a diverse range of cultures and time periods. Pupils will be encouraged to consider themes of identity, community, power and relationships and how the texts they read resonate with their own experiences. They will encounter literature that is interesting but demanding and will be encouraged to develop their own personal perspectives on the material. Consequently, pupils will gain a sophisticated sense of how writers use words and language effectively and be inspired to express themselves more imaginatively.

Course Structure

The teaching of the Language and Literature GCSEs are integrated as the skills in each complement both qualifications. In the Lent Term of Year 10, pupils will study a Modern Prose text for their examination. Across both Year 10 and 11 pupils will study a range of poems from across eras, cultures and poets, as well as hone their skills approach unseen poetry, all for examination. Finally, all pupils will complete two coursework pieces on a Modern Drama text, and a Shakespeare play in the Autumn and Lent terms of Year 11

During my English GCSE I have really enjoyed how the course has provided me with a sense of cultural understanding throughout history through the background of texts we have explored."

~Archie N

Assessment Structure

The Literature IGCSE contains two pieces of coursework (worth 40% of the qualification). One is written in Year 10 and one is written in Year 11.

Modern Drama - a 20% coursework on a Modern Drama text

Literary Heritage - a 20% coursework on a Shakespeare text

The English Literature exam is a 2hr paper with three components. The first section is an analysis of an unseen poem; the second section involves a comparison between two poems that have been pre taught; the third section is an essay question on the Modern Prose text.

The GCSE course was engaging and interesting. The course explored a wide variety of topics, with the studying of 'Of Mice and Men' being a personal favourite for me."

~Tom H



Discover more:

www.theleys.net/academic/subjects

Edexcel IGCSE (4AM1)
all pupils are entered at Higher Tier

Mathematics

Head of Department: Mrs M Brewin
Exam Board: Edexcel (IGCSE)

The broad aims of this linear IGCSE course emphasises and encourages:

- Sound understanding of concepts
- Fluency in procedural skill
- Competency to apply mathematical skills in a range of contexts
- Confidence in mathematical problem solving

In addition, candidates will aim to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Course Structure

The syllabus conforms to the National Curriculum and is assessed under three headings, as follows.

- Demonstrate knowledge, understanding and skills in number and algebra. (AO1)
- Demonstrate knowledge, understanding and skills in shape, space and measure. (AO2)
- Demonstrate knowledge, understanding and skills in handling data. (AO3)

Those pupils who intend to go on to an A Level course in Mathematics ought to be capable of obtaining at least grade 7 at IGCSE. The algebra content in the Higher Tier is particularly important as without a secure handling of algebra, A Level will be found to be very demanding indeed.

Assessment Structure

IGCSE Mathematics is assessed by two written exam papers of equal weight, each of 2 hours duration, both taken in the May/June of Year 11 (both allow use of calculators and are of mixed content).

Level 2 Further Maths

The department also provides an opportunity for high performing Mathematicians in the top set to take AQA's Level 2 Certificate in Further Maths. It is ideal preparation for A Level Mathematics and Further Mathematics. It also requires much independent learning and determination. The course is covered within timetabled Maths lessons for top set Mathematicians.

This qualification builds on the GCSE curriculum and assesses pupil's higher order mathematical skills, particularly in algebraic reasoning. The content covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. The course places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs. The Certificate is assessed with two exam papers, a non-calculator and a calculator paper, both of which are 1 hour and 45minutes in duration. These are taken in Year 11 alongside their other GCSE examinations.



www.theleys.net/academic/subjects

SCIENCES

Biology
Chemistry
Physics
Double Award Science

Biology

Head of Department: Mr P M Davies
Exam Board: Edexcel (IGCSE)

Biology is a window into the fascinating world of animals, plants, fungi, bacteria and protoctists. Biologists can be found working in police forensic departments, hospitals, law firms and as managers of multinational companies. The Biology department is staffed by particularly experienced teachers all of whom continue to be immensely passionate and excited by the fascinating world of life itself. The Biology Department also leads a biennial expedition to Zimbabwe and Botswana.

Course Structure

Year 9

- Characteristics and variety of living organisms
- Cell structure
- Biological molecules
- Movement of molecules in/out of cells
- Human nutrition
- Human transport
- Ecology

Year 10

- Photosynthesis
- Plant transport and food production
- Human gas exchange
- Respiration
- Human coordination and response
- Plant reproduction
- Plant coordination and response

Year 11

- Excretion
- Human reproduction
- Inheritance
- Selective breeding, genetic modification and cloning

Assessment Structure

Paper 1

Tests the **core** content, is **120 minutes long and has a 61% weighting**. There is a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Paper 2

Tests **all the content**, including triple award only topics (**B**), that examine in greater depth. Paper 2 is **75 minutes long and has a 39% weighting**. There is a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Practical Assessment

In addition to the practicals conducted most weeks, there are 14 core practicals during the course.



Chemistry

Head of Department: Dr C J Foster
Exam Board: Edexcel (IGCSE)

The Edexcel International GCSE in Chemistry offers a rigorous and inspiring introduction to the subject, providing students with a solid foundation in core chemical principles. The course is structured, purposeful, and intellectually stimulating, guiding learners from the basics of atomic theory to the complexities of chemical reactions and analytical techniques.

Chemistry influences nearly every aspect of our lives, from the medicines we take to the materials we use and the energy we consume. Chemical innovation enhances our quality of life, offering solutions to global challenges in health, sustainability, and technology.

Often described as the central science, chemistry overlaps with physics and biology, helping us understand the nature of matter and the mechanisms behind physical and biological phenomena. Through their study of chemistry, students gain a deeper appreciation of the world at a molecular level and develop critical thinking skills that are invaluable in both academic and real-world contexts.

Course Structure

Year 9

Topic 1: States of Matter, Particle Theory, Separating Techniques

Topic 2: Atomic Structure & Periodic Table

Topic 3: Ionic Bonding & Structure

Topic 4: Covalent Bonding & Structure

Topic 5: Metallic Bonding & Structure

Topic 6: Formulae & Equations

Topic 7: Groups 1 & 7

Year 10

Topic 8: Crude Oil & Hydrocarbons

Topic 9: Quantitative Chemistry

Topic 10: Acids, Bases & Salts

Topic 11: Chemical Testing

Topic 12: Air, Atmosphere & Pollution

Topic 13: Rates of Reaction

Year 11

Topic 14: Alcohols, Carboxylic Acids & Esters

Topic 15: Electrolysis & Metal Extraction

Topic 16: Energy Changes

Topic 17: Equilibria

Assessment Structure

Throughout the course, students will explore key theoretical concepts while also developing essential practical skills. This includes completing eight required practicals, set by the exam board, which are designed to deepen understanding, build confidence in laboratory techniques and prepare students for future scientific study.

Assessment is through two written examination papers – one lasting 2 hours, and the other 1 hour and 15 minutes. Each paper is carefully structured to evaluate a broad range of knowledge and skills:

- Approximately 40% of each paper assesses students' knowledge and understanding of core scientific principles.
- Another 40% focuses on analysis, interpretation, and evaluation, encouraging students to apply their learning in thoughtful and critical ways.
- The final 20% examines experimental skills, including the ability to analyse data and evaluate scientific methods – skills developed through the required practicals.

Discover more:
www.theleys.net/academic/subjects

Physics

Head of Department: Mr B Peake
Exam Board: Edexcel (IGCSE)

Physics is the most fundamental of the Sciences; it reaches deep into the heart of atoms and far out into the furthest reaches of the visible universe our current technologies allow. It influences the design and operation of all modern devices, from foldable mobile phones, satellite internet connectivity, heart pacemakers and in recent years into the essential modelling of the airborne infection routes provided to viruses. Modern physicists find themselves working alongside biologists in developing the exciting new field of Quantum Biology; with chemists, they are developing revolutionary new solid-state battery technologies to power our cars and homes of the very near future. With engineers, physicists support the development of approaches to potentially refreeze the Arctic or protect sections of the Great Barrier Reef from overheating.

Course Structure

Covering a traditional set of content that nonetheless gives all pupils more than a tantalising glimpse of the power of the Sciences to change lives for the better and enable humanity to take on and solve the very biggest challenges our species faces. It also provides a knowledge, understanding and skills base to become a more analytical person, attentive to finer details (especially the power of numbers) and far more aware of the behaviour of everything in the universe, including the universe itself!

Each year, pupils build their mastery by meeting each topic indicated below.

- Forces and Motion
- Electricity
- Waves
- Energy Resources and Energy Transfers
- Solids, Liquids and Gases
- Magnetism & Electromagnetism
- Radioactivity & Particles
- Astrophysics

Assessment Structure

The subject's mathematical demands are higher than the other Sciences. Pupils must learn 18 formulae for potential recall and use in the exams. Consequently, pupils who have, or develop, particularly strong mathematical skills at GCSE will find some of the challenges more manageable. However, historically we have found that most of our pupils have more than adequate skills to do very well with the subject.

Pupils will sit two written papers, one of 2 hours and one of 1 hour 15 minutes. Around 40% of each paper will assess knowledge and understanding of physics. A further 40% or so including analysis and evaluation and a final 20% on experimental skills, analysis and evaluation of data and methods.



Double Award Science

Head of Science Faculty: Mr J Newton
Exam Board: Edexcel (IGCSE)

Science is a core subject and as such is studied by everyone through to GCSE. For most Leysians this will mean studying the three separate sciences (three separate GCSE grades) as outlined in this booklet. However, from the start of Year 11, based on the recommendations of their teachers in Year 10, some pupils may move to study Double Award Science (two GCSE grades). The Year 11 programme of study builds on the work covered in Years 9 and 10. It encourages students to explore, explain, theorise and model in science and develops a critical approach to scientific evidence. Edexcel IGCSE Double Award gives a good grounding in Science and could provide access to A Level courses.

Course Structure

IGCSE Double Award is taught as three subjects by specialist teachers. Upon completion of the course pupils will have studied the following content, which is shared with the separate sciences, although reduced in size.

Biology

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and Response
- Inheritance, Variation and Evolution
- Ecology

Chemistry

- Atomic Structure and the Periodic Table
- Bonding, Structure, and the Properties of Matter
- Quantitative Chemistry
- Chemical Changes
- Energy Changes
- The Rate and Extent of Chemical Change
- Organic Chemistry
- Chemistry of the Atmosphere

Physics

- Forces and Motion
- Electricity
- Waves
- Energy resources and Energy transfers
- Solids, Liquids and Gases
- Magnetism & Electromagnetism
- Radioactivity and Particles
- Astrophysics

Assessment Structure

At the end of Year 11, there is one exam on each subject of Biology, Chemistry and Physics, making up the Double Award IGCSE. Each paper is 2 hours long and is worth 33.3% of the final grade. A total of 25 required practicals covered from the start of the respective science courses in Year 9. Questions relating to these experimental investigations will be included in the written exam papers.







OPTION SUBJECTS

(choose at least four)

Ancient History
Art and Design
Computer Science
Design Technology
Divinity
Drama
French
Geography
German
History
Latin
Music
Spanish
Sport Science

Ancient History

Head of Department: Mrs C A Drinkwater
Exam Board: OCR (GCSE)

Ancient History immerses you in the society, culture and politics of the ancient world. A diverse group of topics provide an exciting insight into the early history of countries such as modern day Iran (ancient Persia), Iraq (ancient Babylon) and Egypt as well as Greece and Italy. Studying the interactions between these countries gives us an amazing perspective on the impact of the past on modern life. We offer modules in Greece and Persia, which include famous episodes from the Persian Wars such as King Xerxes whipping the sea; Athens in the Age of Pericles, wherein Athens encounters obstacles such as a plague; Early Rome, from Romulus and Remus being raised by a wolf to the early Republic; and finally Hannibal, one of the most powerful leaders of the ancient world. There are texts to be studied in English alongside images and material culture, so there really is something for everyone!

Course Structure

In Year 10 we begin with the compulsory period study of the Persian Empire, then progress to the depth study about Pericles, where we learn about the origins of democracy, the influence of powerful women and the construction of important religious buildings like the Parthenon. In Year 11, we start the second period study on early Rome which is rooted in mythology and finish with the depth study on Hannibal, tracking his early life through to his film-worthy crossing of the Alps into Rome, studying how he nearly destroyed Rome as we know. We practise examination questions right from the start both for prep and in timed conditions in class.

There is no requirement to have studied Ancient History or Latin in Year 9 to take Ancient History for GCSE. Many of our pupils opt to take Ancient History alongside study of the ancient languages and alongside modern History in Year 10.

There will likely be a Classics trip to Sicily in October 2027. Previous trips have included Rome (2022) and Delphi, Olympia and Athens in Greece (2024).

Assessment Structure

There are two examinations at the end of the two-year course:

J198/01 Greece and Persia – 2 hours comprising questions on the Persian Empire period study and Athens in the Age of Pericles depth study.

J198/02 Rome and its neighbours – 2 hours comprising questions on the Early Kings of Rome period study and Hannibal depth study. Each examination is worth 50% of the course and has a variety of short, single mark factual questions, 10 and 15 mark source-based questions and 25 mark synoptic essay questions.



Art and Design

Head of Department: Ms J Hebden
Exam Board: OCR (GCSE)

The need to communicate through visual means is ancient and arguably imperative. Learning how to draw, paint, print, sculpt or explore textiles to communicate original ideas will require independent, creative and curious pupils who enjoy challenge and exploration!

Over the course of the GCSE pupils will explore how to be adaptable communicators with the ability to manage a self-propelled project and the confidence to present it. They could well become painters, architects, curators, animators, graphic designers, fashion designers, sculptors, cinematographers, web designers or the countless other exciting professions that a creative pathway leads to.

The Leys Art Department encourages pupils to create a personalised creative experience in an environment that is conducive to success!

Course Structure

Over two years, pupils will complete an introduction rotation of techniques focusing on drawing, printing, sculpture and painting, they will then cover two separate units of portfolio based explorations that form the assessed coursework. The personal portfolio is a long-running project that allows pupils to delve into their personal themes in real depth. The final examination is an early release paper allowing the pupils to have plenty of time to develop extensive preparatory work before the timed examination session of ten hours, which is spread across two days creating a fantastic resolved piece.

Both projects begin from a pupil-selected starting point, pupils develop their own direction of study with increasing freedom and variety, resulting in an impressive body of work displayed in an ambitious exhibition at the end of the course.

Assessment Structure

Within this structure the two assessed units are:

Unit 1: Art and Design portfolio [coursework] 60%.

Unit 2: Art and Design externally set task [examination] 40%.

Each unit of work is assessed within the following areas:

Develop: Investigation, research, and analysis of contextual sources.

Refine: Experimentation and use of a wide range of media and techniques.

Record: Observational drawing and recording photographically

Present: To bring together AO1, AO2 and AO3 into a resolved finished piece

"Pupils display excellent creativity as evidenced in the Artwork on display around the school that often shows proficiency in multimedia usage and higher order conceptual thinking."

~ ISI Report 2022



Discover more:

www.theleys.net/academic/subjects

Computer Science

Head of Department: Mr T Fung
Exam Board: Edexcel (GCSE)

> **Pupils work exceptionally well together in lessons and activities; they collaborate instinctively in highly effective ways.**
>
> ~ ISI Report 2022

Computer Science is a highly imaginative field that blends innovation and enthusiasm, enabling pupils to translate theoretical principles acquired in academic settings into practical applications for real-world systems. This course emphasises computational thinking, guiding learners in cultivating the skills necessary for problem-solving, system design, and grasping the capabilities and constraints of both human and machine intelligence. Pupils will acquire proficiency in analysing, critically assessing, and making informed decisions.

Course Structure

This course covers a comprehensive range of topics, including python programming, data representation, hardware and software components of computer systems, core concepts of programming languages, computer networks and network security. Pupils develop skills in constructing truth tables, producing logic statements, and interpreting pseudocode. The curriculum also emphasises awareness of emerging computing trends, ethical considerations, and the impact of technology on individuals, society, and the environment. Additionally, pupils learn problem decomposition and analysis, as well as the ability to read, write, refine, and evaluate programs.

Assessment Structure

Assessment comprises two externally-assessed papers, one of which is a practical assessment carried out on a computer system using the Python programming language.

Paper 1: Principles of Computer Science (50%)

1 Hour and 30 Minutes

Paper 2: Application of Computational Thinking (50%)

2 Hours - Practical on-screen examination



Design Technology

Head of Department: Mr C Battle
Exam Board: AQA (GCSE)

The Product Design GCSE course offers a broad and flexible investigation of material science and the man-made world. Those studying this subject will gain an understanding of the methods used by Product Designers, Architects and Engineers. Skills learnt include traditional and modern technologies (CAD/CAM).

Candidates will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice. Candidates are encouraged to use a wide range of graphical techniques including isometric and orthographic drawing as well as Desktop Publishing, Computer Aided Design and other ICT skills.

Pupils will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers. Product Design is a popular choice, pursued by many to A Level. It offers candidates the chance to get a top GCSE grade through activities they enjoy.

Course Structure

Theory content is delivered in weekly lessons over the two-year period of Year 10 and Year 11. This covers the core knowledge which is assessed in the written exam under the following headings:

- Core Technical Principals
- Core Designing and Making Principals
- Specialist technical principles

The remainder of Year 10 is spent exploring the work of a designer and pupils will undertake a range of projects created to expand their knowledge and to prepare them for the structure of the Non-Examined Assessment that they will commence during the Summer term of Year 10.

Assessment Structure

Non-examined assessment (NEA).

In the NEA the candidate will select, under guidance, his/her own design task. This project will be undertaken mainly in the second year of the course during class time, supplemented by private study. A detailed design folder of 20 A3 pages will accompany the candidate's product.

Written paper - 50% of the total marks - 2 Hours

Controlled Assessment (NEA) - 50% of the total marks - 40 Hours

"Pupils spoke with pride of competing in the Green Power Trust regional heats, successfully racing an electric car that they had designed and built."

~ ISI Inspection Report 2022



Divinity

Head of Department: Rev C I A Fraser
Exam Board: Edexcel (GCSE)

Religious Studies, or Divinity as we call it at The Leys, is an exploration into one of the most powerful influences on human thought and behaviour. In an increasingly secular Western world it is often imagined that the influence of religion is in decline. Globally, this is not true. Christianity and Islam, which are the two religions we study, are both increasing both in numbers of followers and in their political importance.

It is not possible to understand adequately politics and international relations without a rigorous theological understanding of these two great faiths. We aim to develop knowledge and understanding of religious and non-religious beliefs, such as atheism and humanism as well as an ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject. We engage with questions of belief, value, meaning, epistemology, purpose, truth, and their influence on human life with the intention that our pupils will reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community.

Religious Studies will partner well with any Humanities subject but will also appeal to those thinking of studying medicine and other scientific disciplines where ethics and morality are important considerations. The analytical skills that you will learn in this subject are highly prized in the legal profession and amongst journalists. It is, of course, an excellent preparation for those who might wish to read Philosophy, Theology or a Social Science at university as well as those considering Politics and International Relations.

Course Structure

- Religion and Ethics (Christianity)
- Belief in God; Marriage and the Family; Living the Christian Life; Matters of Life and Death
- Religion, Peace and Conflict (Islam)
- Belief in God; Crime and Punishment; Living the Muslim Life; Peace and Conflict

Assessment Structure

2 written papers of 1hr 45 mins each worth 50% of the grade. Each paper consists of four questions broken down into four parts.



Drama

Head of Department: Mr J S Johnson
Exam Board: Edexcel (GCSE)

GCSE Drama offers pupils who are interested in performance and design the opportunity to pursue the path that suits their passion. They will devise their own performance as an actor or designer, perform or design for a play text and study a set text which they will answer questions on in a written exam. For the written exam pupils will also see a live theatre performance and offer their own analysis and evaluation of different aspects of the performance.

Pupils can choose to be assessed as a performer or as a designer for the first two components (Set, Costume, Lighting, Sound, Stage Make-up / Mask).

This course is designed to help develop self-confidence as well as providing an opportunity for pupils to build on experience and skills they may have already gained in the performing arts. There is a written aspect to the course, however, the focus is on practical responses and performance / design skills.

Pupils will work independently as well as working alongside others, so group work and team building skills will be a large part of the course.

Course Structure

Year 10

Autumn Term:
Devised Skills, Set Text Performance and Directing Exploration, Live Theatre Evaluation, Design Skills, Performance / Design of a Monologue

Spring Term:
Set Text Design Exploration and Devised Performance / Design Preparation

Summer Term:
Performance / Design of Devised Work

Year 11

Autumn Term:
Preparation for Performance / Design of a Text

Spring Term:
Performance from a Text and Written Exam Prep

Summer Term:
Final Preparation for written exam.

Assessment Structure

Component 1
Devising Coursework Unit Internally Assessed, 40%, (Performer or Designer)

Component 2
Performance from a Play Text, Practical Exam Externally Assessed, 20%, (Performer or Designer)

Component 3
Study of a play text / Live Theatre Evaluation Written Exam, Externally Assessed, 40%, (Write as a Performer, Director and Designer)



French

Head of Department: Ms A Fisher
Exam Board: Edexcel (IGCSE)

The French IGCSE course has as its broadest aim the desire to provide all pupils with a sound practical knowledge of French. Within this framework, able linguists are stretched well beyond basic competence and weaker linguists are encouraged to acquire the basic communication skills required for success at IGCSE. We assume that those pupils selecting French have followed an introductory course, although we are aware that individual pupils backgrounds in the language differ and we aim to cater for all cases. However, it is not usually possible to enter the IGCSE course as a complete beginner.

Course Structure

The Edexcel International GCSE course is topic-based, concentrating largely on the areas prescribed by the National Curriculum. Language is practised through studying topics such as Home, Family and Relationships, Free Time and Local Area. Wherever possible, French is the language of communication in the classroom for both teacher and pupil. Those pupils with aspirations beyond IGCSE are encouraged to move beyond the specific requirements of the IGCSE examination in order to help bridge the inevitable gap between GCSE-style work and the more rigorous demands of A Level. International GCSE now specifically involves a cultural awareness of the country whose language is being learnt. GCSE pupils also have the opportunity to practise their spoken French with our Language Assistant.

Assessment Structure

Assessment in International GCSE is carried out in the four core skill areas - Listening, Reading, Speaking and Writing - and each is worth 25%. In the Listening and Reading papers, candidates will be required to give some answers in the target language.

For the Speaking assessment, candidates choose a photo to talk about and are then required to answer questions about two further topics from the syllabus. The Writing assessment is based on one short and one longer writing task. These tasks can be in the form of essays, articles, letters or emails and are closely related to the topics from the syllabus. Dictionaries are not permitted in any part of the exam.

“Languages set you free; they are a passport to new cultures, offer exciting opportunities in study and work and help build bridges between countries and continents.”



Geography

Head of Department: Ms A Barnes
Exam Board: AQA (GCSE)

Geography GCSE enables pupils to develop the knowledge, skills and confidence to engage with the challenges shaping the world in the 21st century. From changing climate and water scarcity, through to population growth and resource shortages, pupils travel the globe through a wide range of case studies from across the world. Whether using the augmented reality iSandbox to model the effects of river erosion or investigating contemporary geographical issues through GIS mapping and real-world data, pupils find the experience of GCSE Geography engaging and enriching. Pupils also gain first-hand fieldwork experience as they investigate the changing coastline at Walton-on-the-Naze and the regeneration of Stratford and Olympic Park in London.

Course Structure

Six topics are covered spanning the breadth of human and physical Geography:

- The challenge of natural hazards
- Physical landscapes of the UK
- The living world
- Urban challenges
- The changing economic world
- The challenge of resource management

The course culminates with pupils drawing on their understanding of each topic and using critical thinking and problem-solving to address contemporary geographical issues.

Assessment Structure

There are three written exams requiring pupils to demonstrate a range of skills from interpreting data and graphs to forming arguments and giving substantiated opinions.

Paper 1: Living with the Physical Environment (1 hour 30 minutes)

Paper 2: Challenges in the Human Environment (1 hour 30 minutes)

Paper 3: Geographical Applications (1 hour 30 minutes)

Fieldwork skills are assessed through Paper 3.

There is no coursework or controlled assessment.

"In a [GCSE] geography lesson, pupils worked with purpose and diligence, supporting and encouraging one another wholeheartedly, as they worked on activities looking into the causes and effects of traffic issues in Cambridge."

~ ISI Report 2022



German

Head of Department: Ms J Bridstrup
Exam Board: Edexcel (IGCSE)

The German IGCSE course has as its broadest aim the desire to provide all pupils with a sound practical knowledge of German. Within this framework, able linguists are stretched well beyond basic competence and all pupils are encouraged to acquire the communication skills required for success at IGCSE. We assume that those pupils selecting German have followed either a one-year course in Year 9 or a two-year course in Years 8 and 9. We can also cater for those with a wider background in the language.

Course Structure

The Edexcel International GCSE course is based around the following topics: home and abroad, education and employment, personal life and relationships, the world around us and social activities, fitness and health. Wherever possible, German is the language of communication in the classroom for both teacher and pupil. The International GCSE course requires the acquisition of a broad vocabulary base and embedding of a range of grammatical structures. It also requires an awareness of target-language culture. Therefore, we encourage all our German GCSE pupils to participate in the exchange program with the Karlsgymnasium in Stuttgart. IGCSE pupils also have the opportunity to practise their spoken German with our Language Assistant.

Assessment Structure

Assessment in International GCSE is carried out in the four skills, Listening, Reading, Speaking and Writing. Each is worth 25%. In the listening and reading papers, candidates will be required to give answers in the target language. For the speaking assessment candidates describe a picture, referring to past or future events and are then required to answer questions about two further prescribed topics. The writing assessment is based on one short and one longer writing task. These tasks can be in the form of email, letters, articles or blog entries and are closely related to the prescribed topics.

“I enjoy the challenge of learning a foreign language and believe that, through such learning, one can gain a greater understanding of the culture.”



Discover more:

www.theleys.net/academic/subjects

History

Head of Department: Mr N Born
Exam Board: AQA (GCSE)

History at GCSE is a way to sharpen the mind, to learn invaluable skills of analysis and to enrich the way we understand our present world. There are two aspects we study in GCSE History: 'Understanding the Modern World' and 'Shaping the Nation'. Whatever history pupils have studied before, this is a course that is both accessible and academic.

Course Structure

We study three main subjects at GCSE History

Britain, Power and the People - A broad thematic sweep through British History, charting the journey from feudalism to democracy: from The Norman Conquest and Magna Carta to Peasants Revolt, English Civil War and Commonwealth, to Hanoverian monarchy and the extension of parliamentary reform, Suffragettes and Civil Rights right up to the present day.

Russia 1894-1945, Tsardom and Communism - The coming of the Russian Revolution - the Tsar's disastrous last days, defeat in the First World War, Lenin's rule, Stalin's takeover and the decade of transformation and terror he unleashed in the Soviet Union.

The Cold War 1945-72 - A period of fast-moving international events in which the USA and USSR very nearly blew up the world: Berlin, Eastern Europe, Mao in China, the nuclear arms race, the space race, the Cuban missile crisis, Kennedy, Vietnam, and Détente.

Assessment Structure

There are two written papers, both one and threequarters of an hour long and worth 50% of the marks each. The written work is focused on short-form responses to source material and broader questions: there are no long essays and there is no coursework or controlled assessment.

Pupils of all ages display excellent attitudes to learning. They show a genuine love of learning and an insatiable desire to soak up new knowledge at every opportunity.

~ ISI Inspection Report 2022





Latin

Head of Department: Mrs C A Drinkwater
Exam Board: OCR (GCSE)

The language of the Romans and the parent language of so many modern European languages, Latin is not only a highly useful facilitating subject, but broad ranging in its subject matter. Through reading Latin stories from Suburani and working up to texts written 2000 years ago, we build up grammatical and literary appreciation skills in tandem alongside gaining an insight into the language and literature of ancient Rome. Vocabulary and grammar games help to cement the words and endings, as well as optional English into Latin translation. There is a Defined Vocabulary List and prescribed constructions for pupils to learn (many of which will be familiar from previous study) and the literary texts are all studied in advance, both of which are handy when it comes to examinations. The combination of language and literature study also makes Latin the perfect choice for those who love the stories in Latin and want to continue studying the language.

Course Structure

We continue studying Suburani throughout Years 10 and 11, following the story to its completion against the dramatic backdrop of Neronian Rome, building on language and vocabulary pupils have already studied in Years 7-9, making the transition to GCSE study natural.

Over the two years we build confidence with word endings, the Defined Vocabulary list and key examination techniques needed for the Language and Literature papers, including literary criticism and plenty of time for revision of grammar and vocabulary.

For the Literature components, we will likely offer Livy's stories about the Carthaginian princess Sophonisba for the prose, following the tumultuous political and romantic life of ancient Carthage and Numidia, and selections from Virgil's Aeneid 7 and 11 for the verse, describing the warrior Camilla's rise and fall in the battle for Latium.

There will likely be a Classics trip to Sicily in October 2027. Previous trips have included Rome (2022) and Delphi, Olympia and Athens in Greece (2024).

Assessment Structure

J282/01 Language - 1 hr 30 mins

Section A - comprehension questions based on a Latin passage

Section B - grammar questions or English - Latin sentences

Section C - unseen translation and further comprehension questions

J282/03 Prose Literature - 1 hr

Comprehension and translation questions on selected passages from the prose set text (likely to be Livy's stories of Sophonisba).

A variety of longer answer questions based on literary appreciation, including an 8 mark commentary and 10 mark synoptic essay.

All questions to be answered in English based on Latin stimulus passages.

J282/06 Verse Literature - 1 hr

Comprehension and translation questions on selected passages from the verse set text (likely to be sections from Virgil's Aeneid 7 and 11 about the warrior Camilla).

A variety of longer answer questions based on literary appreciation, including an 8 mark commentary and 10 mark synoptic essay.

All questions to be answered in English based on Latin stimulus passages.



Music

Head of Department: Mr M Kenworthy
Exam Board: Edexcel (GCSE)

At GCSE, pupils perform, compose and analyse eight set works in detail. GCSE Music is an excellent grounding for A Level Music and provides a wide platform on which to base a CV or University application due to the wide range of skills required. The aims of the course are to give pupils of all musical abilities opportunities to: foster their musical sensitivity, creativity, and aural perceptions; promote their cultural development and involvement in music as performers; support their personal and social development through creating and performing music with others; and develop a holistic understanding of music enabling further study.

Course Structure

The performance and composition coursework parts of the course are adaptable to the needs of individuals and can be tailored to match their strengths. Expertise on an instrument (or in singing) is essential but a modest grade standard (around Grade 4 at the start of Year 10) can be enough to obtain a good final grade. No previous experience of composing is required: compositions are notated using suitable software (Sibelius, GarageBand, Logic pro). An elementary understanding of musical notation is essential. Composition coursework includes one piece written in response to a given stimulus with a second, free composition. Performing coursework is chosen in consultation with the Music Department, and multiple attempts to record performances are permitted.

In addition to Performance and Composition coursework, pupils study pieces from the GCSE Anthology of Music, which is set out in the following Areas of Study:

- Instrumental Music 1700-1820: works by Bach and Beethoven
- Vocal Music: works by Purcell and Queen
- Music for Stage and Screen: music from 'Wicked' and Star Wars
- Fusions: Afro Celt Sound System (Release) and Esperanza Spalding (Samba em preludio)

Assessment Structure

Component 1 Performing - one solo and one ensemble performance 30%
(total duration 4 minutes minimum)

Component 2 Composing - two compositions 30% (total duration 3 minutes minimum)

Component 3 Appraising - 40%
(one written exam 1 hour 45 minutes)

Section A: Written listening paper based on the above Areas of Study, including dictation and a question based on an unfamiliar piece of music; Section B: An essay question based on a comparison between a set work and one unfamiliar piece.



Discover more:
www.theleys.net/academic/subjects

Spanish

Head of Department: Mrs L Reyes
Exam Board: Edexcel (IGCSE)

The Spanish IGCSE course aims to provide all pupils with a sound practical knowledge of Spanish and an understanding of Spanish culture. Able linguists are stretched well beyond basic competence in the language and weaker linguists are encouraged to acquire the basic communication skills required for success at IGCSE. Spanish at IGCSE is equally appropriate as an option for pupils who started Spanish in Year 9, as for those who have studied the language for longer. The background to the language at this stage is less important than a real motivation and willingness to learn a language. Many of our top grades are gained by pupils who started Spanish in Year 9.

Course Structure

The Edexcel International GCSE course is topic-based, concentrating largely on the areas prescribed by the National Curriculum. Language is practised through studying topics such as Home, Education, Family, The Modern World and Social Activities. Wherever possible, Spanish is the language of communication in the classroom for both teacher and pupil. Those pupils with aspirations beyond IGCSE are encouraged to move beyond the specific requirements of the IGCSE examination in order to help bridge the inevitable gap between GCSE-style work and the more rigorous demands of A Level. International GCSE now specifically involves a cultural awareness of the country whose language is being learnt. GCSE pupils also have a weekly opportunity to practise their spoken Spanish with our Language Assistant.

Assessment Structure

Assessment at International GCSE is carried out in the four core skill areas - Listening, Reading, Speaking and Writing - and each is worth 25%. In the Listening and Reading papers, candidates will be required to give some answers in the target language.

For the Speaking assessment, candidates choose a photo to talk about and are then required to answer questions about two further topics from the syllabus. The Writing assessment is based on one short and one longer writing task. These tasks can be in the form of essays, articles, letters or emails and are closely related to the topics from the syllabus. Dictionaries are not permitted in any part of the exam.

“I decided to study Spanish at The Leys because of how fulfilling the subject is. When learning Spanish, the ability to understand a second language and speak it with those who also study Spanish is very enjoyable and when travelling abroad. Spanish is useful in hundreds of countries for communication”

~ Archie N



Sport Science

Head of Department: Ms Jo Schofield
Exam Board: OCR (GCSE)

Sport Science is a dynamic, exciting subject in which pupils will develop theoretical knowledge and an understanding of the factors that underpin physical activity, sport and social issues. They will explore how physiological changes and psychological states affect performance. Pupils will also use their performance skills and talents to their advantage, as they are assessed in three different sports as an integral aspect of their overall grade. The GCSE provides a good foundation for pupils wishing to study A Level Sport Science, related degree courses and pursue a career in the ever-expanding sport science industry.

Course Structure

Theoretical content is taught both in the classroom and in a practical setting.

Year 10 content includes:

Chapter 1.1 – Anatomy and Physiology
Chapter 1.2 – Physical Training.

In Year 11, pupils study:

Chapter 2.1 - Socio-Cultural Studies
Chapter 2.2 – Sports Psychology
Chapter 2.3 – Health and Wellbeing.

Pupils are assessed on their practical performance within fully competitive and authentic contexts, in three activities. Evidence will predominantly come from the activities undertaken in the Games programme, although some pupils who are competing outside of school also use this as evidence. Pupils who score highly in this section tend to be those who are training and competing on a regular basis.

Assessment Structure

Assessment takes the form of two written exam papers taken at the end of Year 11; written coursework and practical assessments are undertaken throughout Years 10 and 11.

Paper 1: "Physical factors affecting performance" 30% of final mark. 1 hour paper

Paper 2: "Socio-cultural issues and sports psychology" 30% of final mark. 1 hour paper

Practical performance: 30% of final mark. Performance in three sports equating to 10% each.

Written coursework: "Analysing and Evaluating Performance" 10% of final mark.





THE Leys

CAMBRIDGE

The Fen Causeway, Cambridge CB2 7AD T: 01223 508 900 E: admissions@theleys.net W: theleys.net

Instagram | Facebook | LinkedIn