

Sixth Form

COURSE BOOKLET



PRIOR PARK
SCHOOL
GIBRALTAR







CONTENTS

4 Introduction

6 What should I study?

8 Art

9 Biology

10 Chemistry

12 Computer Science

13 Economics

14 English Literature

15 French

16 Geography

17 History

18 Mathematics

19 Further Mathematics

20 Music

21 Photography

22 Physical Education

24 Physics

25 Spanish

26 Politics

28 Psychology

30 Theology, Philosophy and Ethics

33 EPQ

INTRODUCTION

At Prior Park School we are proud of our Sixth Form, seeing it as a time of preparation for adult life and transition from school to university or the world of work.

It is a period of more personalised academic exploration and our revised curriculum offer provides ample opportunity for all students to develop their unique gifts and talents whilst growing in confidence and compassion.

We look to those who enter the Sixth Form next year to continue our traditions of study, service and ultimately success, within a friendly and supportive environment.





WHAT SHOULD I STUDY?

We believe that the new linear A Levels provide the appropriate depth of knowledge for students to flourish intellectually, whilst being broad and rigorous qualifications that are highly regarded by universities and potential employers.



In most cases, students joining our Lower Sixth are required to select three full A Level subjects with an opportunity to select a fourth qualification such as the EPQ or a supporting Maths qualification in AS Mathematics or AS Spanish. We offer 17 taught A Level subjects and also have students who take A Levels in their native language.

It is important to note that achieving grades that reflect your innate ability is the most important requirement for accessing a university place that is appropriate for you. These grades are likely to be more forthcoming if you choose to study subjects in which you have genuine academic interest and motivation.

All the A Level courses offered at Prior Park provide a solid foundation for university entry, but for some institutions, including Oxbridge and the Russell Group of leading universities, it is also necessary to have the right combination of subjects to maximise a student's chance of securing an offer of a place. If prospective Sixth Form students have a clear career path in mind, they are advised to contact universities directly to check that their subject combinations are acceptable for the courses in which they are interested.

Some subjects are identified by the Russell Group as "facilitating subjects" because they are pre-requisite subjects for certain degrees. For example, Mathematics and Physics and even Further Mathematics may be seen as 'facilitating subjects' to read Engineering. The Russell Group produce



a very useful document about post-16 subject choices, 'Informed Choices', that we recommend you read. It makes it clear that whilst the facilitating subjects; English Literature, Biology, Chemistry, Physics, Mathematics and Further Mathematics, Geography, History and Languages (Modern and Classical) can be useful for keeping your options open, you must also consider your past performance in these subjects and more importantly if the A Level courses are suited to your strengths.

A strong feature of the Sixth Form has been the increasing popularity of the Extended Project Qualification (EPQ). This qualification allows students to broaden their experiences in Sixth Form by undertaking a research project that they must design and carry out.

Help with subject choice can be sought from various individuals including Heads of Department, subject teachers and tutors. Applicants from outside Prior Park School are advised to use the careers services at their own school but we can arrange opportunities to talk with us about possible

subject combinations once a student has accepted their offer of a place.

Please look carefully through this course booklet and use it in conjunction with attending the Sixth Form Open Evening to find out all that you can. Do not hesitate to ask questions. The Sixth Form is ultimately your opportunity to develop and refine your talents towards a rewarding future career and a fulfilling life.

Mr Paul Martyn

Deputy Head, Academic

ART

EXAM BOARD

OCR

ENTRY REQUIREMENTS

Students should have achieved at least a Level 6 in GCSE Art.

WHAT DO WE STUDY?

Studying Fine Art is essentially about learning to pursue a personal creative journey and communicating that journey to others. During the first year of the course, students are introduced to a broad range of processes and materials, enabling them to develop their own visual language. They also gain insight into issues and concerns of historical and contemporary art forms and they learn to place their own artwork within a wider context. Art students learn critical, evaluation and presentation skills and are required to work with independence. As the course progresses, they produce an extensive body of work on a theme of personal interest.

ASSESSMENT STRUCTURE

60% Personal Investigation (coursework project) undertaken over three terms. This includes an extensive portfolio of preparatory and experimental studies, one or more resolved pieces and an essay of 3000 words.

40% Set Task. This is a response to a starting point set by the examination board. It includes preparatory work undertaken over one term and culminates in a final piece produced in examination conditions over 15 hours, spread over three days.

COMPLEMENTARY SUBJECTS

History, Psychology, Philosophy, Theology, Music, Maths, Geography, ICT and Photography.

CAREER AND UNIVERSITY OPPORTUNITIES

Traditional career options followed by A Level Art students include the visual art industries, graphic design, illustration, animation, film/theatre design/costume production, fashion textiles, advertising, typography, fine art, history of art, curatorship and museology. However, business communities increasingly look to Fine Arts graduates to inject creative thinking skills into marketing and management strategy. Forward-thinking universities also value A Level Art for the emphasis it places on independence, metacognition and self-direction.

BIOLOGY

EXAM BOARD

AQA

ENTRY REQUIREMENTS

Level 7 in GCSE Biology or Level 7:7 in Science

WHAT DO WE STUDY?

The A-level Biology course aims at giving students a high-level understanding of living organisms. Over the two-year course, students will cover topics ranging from the interaction between organisms within ecosystems to understanding the biology of cells and the misregulation which can lead to disease. Within the course, fundamental principles are studied and complemented with modern day research advances responsible for driving forward the frontiers of knowledge of biology.

The four units studied in Year 12 are Biological Molecules, Cells, Organisms Exchange Substances with their Environment and Genetic Information, Variation and Relationships between Organisms. In Year 13 a further four units are covered: Energy Transfers in and between Organisms, Organisms Respond to Changes in the Internal and External Environment, Genetics, Evolution and Ecosystems, and Control of Gene Expression.

ASSESSMENT STRUCTURE

Three, two-hour exams are taken at the end of the two-year course.

Paper 1 assesses the four units studied in L6.

Paper 2 assesses the four units studied in U6.

Each of these papers contributes to 35% of the marks towards the A-level.

Paper 3 covers all units and represents 30 % of the A-level.

COMPLEMENTARY SUBJECTS

Biology typically complements Chemistry, Geography and Sports Studies. It is a subject which can be simply studied out of interest and it is a well-regarded A-level qualification for non-Science university applications as well.

CAREER AND UNIVERSITY OPPORTUNITIES

Biomedical Sciences, Medical Sciences, Dentistry, Veterinary Services, Zoology, Botany, Microbiology, Genetics, Marine, Freshwater and Terrestrial Ecology, Environmental Biology, Physiotherapy, Sports Injury, Anthropology and Psychology.

CHEMISTRY

EXAM BOARD

AQA (Code 7405)

ENTRY REQUIREMENTS

Level 7 in GCSE Chemistry or Level 7:7 in Science

WHAT DO WE STUDY?

The course encourages students to; Develop essential knowledge and understanding of the concepts of Chemistry and the skills needed for their use in new and changing situations; Develop an understanding of the link between theory and experiment; Sustain and develop their enjoyment and interest in Chemistry and bring together knowledge of ways in which different areas of Chemistry relate to each other.

During lessons the mysteries of GCSE Chemistry are unravelled and we get a chance to use a wider range of chemicals and equipment making practicals more interesting and challenging. The course also delves deeper into areas of Biochemistry and Molecular Biology, with topics on enzymes and proteins, DNA and action of anti-cancer drugs. During the course, a way of thinking is developed which can help in everyday situations and can also increase your awareness of chemicals in the environment around us. It is not a course to be taken lightly, but it is very enjoyable.

ASSESSMENT STRUCTURE

Paper 1: Relevant Physical and Inorganic Chemistry - 35% of A Level

Paper 2: Relevant Physical and Organic Chemistry - 35% of A Level

Paper 3: Covers all units and represents 30% of A Level.

In addition to their A Level grade, students will also work to obtain a practical skills endorsement – pass or fail.

COMPLEMENTARY SUBJECTS

Biology, Physics and Mathematics.

CAREER AND UNIVERSITY OPPORTUNITIES

Chemistry plays a vital role in a technological society.

A Level Chemistry is a required qualification in many university courses (e.g. medicine, dentistry, veterinary science, chemical engineering, pharmacology and graduate nursing). However, as with all science subjects, the skills that are learnt make A Level Chemistry a highly regarded qualification, whatever course of study is chosen in the future.



COMPUTER SCIENCE

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GCSE Level 6 or above in Mathematics

Basic knowledge of Python programming. If the student has no prior knowledge of programming, a short course will need to be undertaken prior to the start of A Level (Provided by the school).

WHAT DO WE STUDY?

Advances in computing are transforming the way we work and Computer Science offers a varied and challenging course that aims to develop computing skills that are transferable and extremely valued in many job prospects. The AQA specification provides an evolutionary approach which builds on strong foundations in problem-solving and programming that focuses on the knowledge, understanding and skills students need to progress to higher education and thrive in the workplace. This course will expand on the fundamentals of problem-solving and provide a variety of experiences in different programming environments.

ASSESSMENT STRUCTURE

Paper 1:

The first paper tests a student's ability to program, as well as their theoretical knowledge of Computer Science that includes data structures, algorithms and theory of computation. 40% of A Level

Paper 2:

This paper tests a student's ability to answer questions which include content from data representation, computer systems, computer architecture, consequences of computing, networking, databases, big data and functional programming. 40% of A Level

Non-Exam Assessment:

The coursework assesses a student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem, such as building a game or program that solves the needs of a shop. 20% of the A Level.

COMPLEMENTARY SUBJECTS

Computer Science can be applied to a wide variety of different subjects, however, logical thinking and problem-solving is a large part of the course and so mathematics would be an appropriate accompaniment.

CAREER AND UNIVERSITY OPPORTUNITIES

Advances in technology mean that every career will make some use of computing; there is a decreasing number of paths that don't require, at the very least, a basic knowledge of Computer Science. This course offers a fantastic opportunity to move forward into the modern world of technology and provides a wide range of opportunities that continues to grow and expand.

ECONOMICS

EXAM BOARD

Edexcel

ENTRY REQUIREMENTS

GCSE Level 7 in Maths and a Level 6 in English Language/History/Geography/Business/Theology.

WHAT DO WE STUDY?

Economics offers a fresh perspective on the world in which we live. Pupils will investigate the role that resources play in everyday life, building up a scientific understanding of the market in microeconomics (Themes 1 and 3), whilst exploring wider economic issues such as interest rates, inflation and other indicators in macroeconomics (Themes 2 and 4).

ASSESSMENT STRUCTURE

Three essay-based, 2 hour exams taken at the end of the two year course. Paper 1 (Markets and Business Behaviour) covers Theme 1 and 3; Paper 2 (The National and Global Economy) covers Themes 2 and 4, while Paper 3 is a synoptic paper, with each question set in a context, drawing on all materials from Themes 1, 2, 3, and 4. Maths, Geography, History, Business, Theology, Psychology, Modern Languages and the Sciences.

COMPLEMENTARY SUBJECTS

Economics has become an increasingly popular subject nationally, especially at undergraduate level but degrees don't have to be in pure Economics. Students may opt to study PPE, Land Economy, Econometrics, Environmental Economics, Actuarial Sciences, International Relations, Business, Management, Economic Development, Marketing or Finance & Accounting.

CAREER AND UNIVERSITY OPPORTUNITIES

Economists work in manufacturing, transport, communications, banking, insurance and investment industries, as well as in government agencies, consulting and charitable organisations. Employers value economic graduates' understanding of decision-making, their research and analytical skills, and ability to view problems in their national and international context.

ENGLISH LITERATURE

EXAM BOARD

OCR

ENTRY REQUIREMENTS

Level 6 in GCSE English Language and GCSE English Literature.

WHAT DO WE STUDY?

The OCR specification encourages candidates to read widely and independently, to explore literary texts for their own intrinsic interest and significance and to set them within their literary, cultural and historical contexts. We will study radical, innovative texts alongside major canonical works, giving students a sense of the diversity of literature in English. As well as developing analytical skills, students will learn how to write extended essays and to carry out research: skills which underpin many degree courses and are highly valued by universities.

ASSESSMENT STRUCTURE

Unit 1: Shakespeare and Poetry pre-1900 2hr 30minute examination (40%)

Texts currently studied for this unit are *The Tempest* and Ibsen's *A Doll's House* along with Chaucer's *The Merchant's Tale*.

Unit 2: Comparative and Contextual Study, The Gothic 2hr 30 minute examination (40%)

Texts currently studied are Angela Carter's *The Bloody Chamber* and Bram Stoker's *Dracula*

These prose texts will be studied as part of the wider tradition of Gothic literature which will give students the opportunity to explore a rich variety of different texts. Students will also consider each text in relation to its historical context, as well as looking at key stylistic features and thematic preoccupations.

Unit 3: Coursework component: Literature post-1900 (20%)

The coursework folder contains two essays. The first piece is either an extended critical analysis of a poem or a recreative task and the second is based on two texts – a play and a novel. The current texts chosen for this unit are poems by Philip Larkin, *A Streetcar Named Desire* by Tennessee Williams and *Atonement* by Ian McEwan.

COMPLEMENTARY SUBJECTS

English combines particularly well with History, Drama, Theology, Latin and Modern Language A Levels.

CAREER AND UNIVERSITY OPPORTUNITIES

The ability to analyse literature is a key skill required for Modern Languages degrees. The ability to conduct independent research and to evaluate and analyse are also very useful transferable skills, opening up opportunities in a diverse range of fields, including law, journalism, politics, media and education.

FRENCH

EXAM BOARD

AQA (Code 7652)

ENTRY REQUIREMENTS

Level 6 at GCSE in French.

WHAT DO WE STUDY?

French in the Sixth Form is a dynamic, varied and challenging subject which requires students to develop a broad range of transferable, highly marketable skills. The AQA specification is designed to be extremely accessible to young people living in a globalised society. The A Level course focuses on aspects of society in French speaking countries along with political, intellectual and artistic culture.

ASSESSMENT STRUCTURE

Paper 1: Listening, Reading, Writing

The first paper requires the students to respond to texts and spoken passages. This counts for 50% of the A Level and lasts two and a half hours.

Paper 2: Writing

The second paper sees students writing two essays on either two books or a book and a film. It lasts two hours and is worth 20% of the final grade.

Paper 3: Speaking

The speaking element of the examination comprises of a presentation followed by a discussion based upon its subject matter. Prior to the examination the student will complete a research project that will allow them to investigate a subject matter of their choice. this exam is worth 30% of the final grade.

COMPLEMENTARY SUBJECTS

French may be taken with any combination of subjects at A Level.

CAREER AND UNIVERSITY OPPORTUNITIES

Language graduates traditionally have one of the highest employment rates of all subject areas. While many of our students go on to study pure language degrees, there is increasing demand for graduates of all disciplines to be proficient in languages. Not only this, but our students will be working in multinational companies, either in the UK or abroad. Hence most universities now offer a wide range of courses such as Engineering, Business, Politics, Law and Economics combined with French and the opportunity of a work placement abroad.

GEOGRAPHY

EXAM BOARD

AQA (Code 7037)

ENTRY REQUIREMENTS

GCSE Level 6 and above in Geography, English Language , Maths and Sciences.

WHAT DO WE STUDY?

We aim to produce lateral thinkers who are curious about the world around them. As Geographers, we study the complex interactions between people and the environment. Our units of study provide a coherent grounding in Physical and Human geography topics. These include physical topics such as; Water and Carbon cycles; Hazards and their management; Coastal systems and landscapes. The three human topics we cover are; Global systems and global governance; Changing places; Population and the environment.

ASSESSMENT STRUCTURE

Paper 1: Physical geography - Section A: Water and carbon cycles; Section B: Coastal systems and landscapes Section; C: Hazards. 2 hours 30 minutes / 120 marks / 40% of A-level

Paper 2: Human geography - Section A: Global systems and global governance; Section B: Changing places; Section C: Population and the environment. 2 hours 30 minutes / 120 marks / 40% of A-level

Paper 3: Geography fieldwork investigation - Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. 3,000–4,000 words / 60 marks / 20% of A-level.

COMPLEMENTARY SUBJECTS

Maths, Economics, History, Business, Theology, Psychology, Modern Languages and the Sciences.

CAREER AND UNIVERSITY OPPORTUNITIES

The direction your career takes would depend on your interest in physical or human geography. A geography degree enables you to embark on a career in a range of fields, including those in the education, commerce, industry, transport, tourism and public sectors. You'll also have many transferable skills, attracting employers from the business, law and finance sectors.

A recent survey of Geography graduates carried out by the RGS shows that 41% went into management and administration, 26% further training, including PGCE and higher degrees, 11% financial sector, 11% retail, 10% other professions, including media.

HISTORY

EXAM BOARD

Edexcel

ENTRY REQUIREMENTS

GCSE Level 6 or above is required to study History, due to the demanding nature of the course. Those who have not taken GCSE History require a strong set of GCSE results across the board.

WHAT DO WE STUDY?

With analysis and research essential for A Level History, key skills will be developed that are subject transferable, but that are also necessities for most university courses. A developed understanding of both continuity and change in a wide range of areas (politics, economics, society, religion, global issues) have direct relevance to the modern world, enabling students to become better citizens, with a greater sense of how our twenty-first century society functions. This specification supports historical study that should promote an understanding of change and development over time (Paper 1 America 1865-1975) plus an understanding of change over a short period studied in depth (Paper 2 Britain 1906-1957). The third element is an historical enquiry which tests understanding of change over 100 years through an independently researched coursework task.

ASSESSMENT STRUCTURE

History A Level is a two-year linear course with all assessment taking place in the second year. Each course topic (America and Britain) culminates in a written exam lasting 2hr 30min, with three questions to answer, one of which is a compulsory skills question. The historical investigation requires students to write an extended essay of 3500-4000 words, which is completed in the second year of the A Level course.

COMPLEMENTARY SUBJECTS

History may be taken with any other subjects.

CAREER AND UNIVERSITY OPPORTUNITIES

Possible university courses include Archaeology and Anthropology, Classical Archaeology and Ancient History, History of Art, Classics, History and a combined History degree. History graduates go on to follow careers in fields such as law, investment banking and consultancies, advertising, accountancy, the Civil Service, publishing, journalism and the media, global charity work, museums, librarianship and archive work and teaching.

MATHEMATICS

EXAM BOARD

Edexcel (Code 9MA0)

ENTRY REQUIREMENTS

GCSE or iGCSE Grade 6 or higher in Mathematics

WHAT DO WE STUDY?

A Level Mathematics builds from GCSE level Mathematics (number, algebra, graphs and trigonometry) and develops calculus and its applications.

It emphasises how mathematical ideas are interconnected, teaches students how to make sense of data, to understand the physical world and to solve problems in a variety of contexts, including social sciences and business. It prepares students for further study and employment in a wide range of disciplines involving the use of mathematics.

Students learn to reason logically, solve challenging problems and represent situations mathematically, understanding the relationship between problems in context and mathematical models that may be applied to solve them.

ASSESSMENT STRUCTURE

Three exams at the end of the second year of study. These exams will focus on pure mathematics, statistics and mechanics.

COMPLEMENTARY SUBJECTS

Any subject but especially Sciences, Economics, Business, Psychology and DT.

CAREER AND UNIVERSITY OPPORTUNITIES

A-level mathematics can lead to a myriad of courses in both further and higher education. Obvious careers include accountancy, banking, engineering, medicine, computing and scientific statistical research. However, there are many other diverse areas where mathematical skills are recognised as invaluable and essential. If you are planning to study a mathematics based course at university, we recommend that you should also choose A-Level Further Mathematics.

MATHEMATICS (FURTHER)

EXAM BOARD

Edexcel (Code 9FM0)

ENTRY REQUIREMENTS

GCSE or iGCSE Grade 7 or higher in Mathematics

WHAT DO WE STUDY?

As well as building on Algebra and Calculus introduced in A Level Mathematics, the A Level Further Mathematics Core content introduces Complex Numbers and Matrices, fundamental mathematical ideas with wide applications in Mathematics, Engineering, Physical Sciences and Computing.

Mathematics is such a vast subject it is impossible to cover it all in one A Level. A Level Further Mathematics builds on some of the concepts met in A Level Mathematics and is able to extend these in to other areas.

ASSESSMENT STRUCTURE

Three exams at the end of the second year of study. These exams will focus on Core Mathematics and a variety of optional topics.

COMPLEMENTARY SUBJECTS

Any subject but especially Sciences, Economics, Business, Psychology and DT.

CAREER AND UNIVERSITY OPPORTUNITIES

For any degree with a numerate component, A Level Further Mathematics is highly valued as are the analytical and logical strengths of the A Level mathematician. Many 'double mathematicians' taking both Mathematics and Further Mathematics at A Level are all-rounders with evidence of a broad base of skills and competencies, and certainly, for a course with a high mathematical content at a competitive university, the evidence is that the double maths option is highly regarded and stands students in good stead.

MUSIC

EXAM BOARD

Edexcel (9MU0)

ENTRY REQUIREMENTS

GCSE Grade 6 or above in Music

WHAT DO WE STUDY?

Students are given the opportunity to rehearse and refine performances on their chosen instrument or voice, developing technical control, expression and interpretative skills. They make use of a range of musical elements, techniques and resources to develop their own musical ideas and turn these into completed compositions. Students may compose their pieces using music technology software such as GarageBand, Logic Pro or Sibelius.

Through the study of music across a variety of styles and genres, including the analysis of set works, students develop their listening and appraising skills. They learn to engage critically and creatively with music; deepening their understanding of the place of music in different cultures and contexts.

ASSESSMENT STRUCTURE

Component 1: Performing (coursework) [30%]

- A public performance of one or more pieces, performed as a recital.

Component 2: Composing (coursework) [30%]

- Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.

Component 3: Appraising (written examination) [40%]

- During an examination lasting 2 hours, students listen and respond to questions on both familiar and unfamiliar musical extracts.

COMPLEMENTARY SUBJECTS

Music is a very well-respected academic qualification, which can be undertaken alongside any other subject.

CAREER AND UNIVERSITY OPPORTUNITIES

Students who wish to study music at A level will have the opportunity to broaden their musical experiences and interests, pursue their passion and develop a life-long enjoyment for music. The course builds a solid foundation for further study of music at undergraduate level and can lead to careers in performance, composition and the production of music. Students who study music at A level are also well placed to pursue degrees in law, media, publishing, teaching, management and many other courses. Whatever future their ambitions, the qualities and skills mastered throughout the course are well suited to a broad range of careers in the 21st century workplace.

PHOTOGRAPHY

EXAM BOARD

OCR

ENTRY REQUIREMENTS

Ideally, students should have achieved a Level 6 in GCSE Art or another Art and Design discipline. Students without this should be able to demonstrate an interest in an area of Art and Design through some examples of work.

WHAT DO WE STUDY?

Photography at A Level is essentially art-making using lens-based media and students are encouraged to develop curiosity for the medium and its creative potential. At the beginning of the course, students are introduced to a variety of digital and darkroom processes. Equally as important as the technical side of photography is the creative approach taken by students, the way they document their experimentation and how thoughtfully they analyse it. As the course progresses, students select an area of personal interest and work with independence to produce an extensive body of work.

ASSESSMENT STRUCTURE

60% Personal Investigation (coursework project) undertaken over three terms. This includes an extensive portfolio of photoshoots, analysis and experimentation together with one or more resolved pieces and an essay of 3000 words.

40% Set Task. This is a response to a starting point set by the examination board. It includes preparatory work undertaken over one term and culminates in a final outcome produced in examination conditions over 15 hours, spread over three days.

COMPLEMENTARY SUBJECTS

History, Psychology, Philosophy, Theology, Music, Maths, Geography, ICT and Art.

CAREER AND UNIVERSITY OPPORTUNITIES

Career options followed by A Level Photography students include television and the film industry, journalism, graphic design, web design, gaming design, illustration, animation, theatre design/ costume production, fashion, advertising and typography.

PHYSICAL EDUCATION

EXAM BOARD

Edexcel (Code 9PE0)

ENTRY REQUIREMENTS

GCSE or iGCSE Grade 6 or higher in Physical Education and Biology

WHAT DO WE STUDY?

Topic 1: Applied Anatomy & Physiology

Understanding anatomical/structural and physiological/functional roles performed in the identified systems of the body.

Topic 2: Exercise Physiology & Applied Movement Analysis

Understanding the importance of diet and nutrition pre-, during and post-physical activity.

Topic 3: Skill Acquisition

Students are required to show an understanding of the nature and development of skills in sport.

Topic 4: Sport Psychology

Understanding the role that sports psychology has in facilitating optimal sporting performance of an individual athlete, sports teams and individuals in the teams.

Topic 5: Sport & Society

Understanding the dynamic relationship between sport and society.

ASSESSMENT STRUCTURE

Component 1: Scientific Principles of Physical Education

(Written examination: 40% of the qualification 140 marks)

Component 2: Psychological & Social Principles of Physical Education

(Written examination: 30% of the qualification 100 marks)

Component 3: Practical Performance

(Non-examined assessment: internally assessed, externally moderated 15% of the qualification 40 marks)

Component 4: Performance Analysis & Performance Development Programme

(Non-examined assessment: internally assessed, externally moderated 15% of the qualification 40 marks)

COMPLEMENTARY SUBJECTS

Biology, Physics and Psychology

CAREER AND UNIVERSITY OPPORTUNITIES

Higher Education courses in Sports Science, Sports Studies, Physical Education and Teaching, Physiotherapy, Sports Psychology, Exercise Physiology, Elite performance in Sport. Career opportunities in the Armed Forces, the leisure industry, business management, medical fields and coaching.



PHYSICS

EXAM BOARD

OCR A

ENTRY REQUIREMENTS

Level 7 in GCSE Physics or Level 7:7 in Science, Level 7 in GCSE Maths.

WHAT DO WE STUDY?

Module 1: Development of practical skills in Physics
12 practical investigations looking at all aspects of experimental physics.

Module 2: Foundations of Physics
Physical quantities and vector quantities in two dimensions.

Module 3: Forces and motion
Velocity, acceleration, force, work, energy and power and we introduce materials physics and cover momentum.

Module 4: Electrons, waves and photons
Charge, energy and current, then move into the strange world of quantum physics.

Module 5: Newtonian world and astrophysics
Newton's view of the universe; thermal physics, circular motion and oscillations. We also look at gravitational fields, astrophysics and cosmology.

Module 6: Particles and medical physics
Capacitors, electric fields and electromagnetism (including magnetic fields and induction), and nuclear physics and particle physics.

ASSESSMENT STRUCTURE

Paper 1: Modelling physics (37%) Modules 1,2,3 and 5.
Paper 2: Exploring physics (37%) Modules 1,2,4 and 6.
Paper 3: Unified physics (26%) All modules.

COMPLEMENTARY SUBJECTS

We strongly recommend studying A Level Maths alongside Physics.

CAREER AND UNIVERSITY OPPORTUNITIES

Physics is regarded as a rigorous A Level that demonstrates intellectual skill and a logical, disciplined mind. Many degrees require or think highly of Physics, such as Engineering, Physics, Medicine & Dentistry, Maths, Chemistry, Biology and Natural Sciences.

Successful students of Physics going on to enjoy high acceptance rates into career areas such as accountancy, medical-imaging, finance and wealth management, software development and coding, intelligence analysis, materials development. Physics graduates are routinely targeted by recruitment firms for large city banks.

SPANISH

EXAM BOARD

AQA

ENTRY REQUIREMENTS

Level 6 at GCSE in Spanish.

WHAT DO WE STUDY?

The International Edexcel specification is designed to be extremely accessible to young people living in a globalized society. The A Level course focuses on aspects of society in Spanish-speaking countries along with political, intellectual and artistic culture. For example, students will look at immigration, at changing family structures, festivals and traditions, the right to vote and political commitment.

ASSESSMENT STRUCTURE

The first year, IAS- Unit 1: Speaking, requires students to questions on a stimulus related to general topic areas and a discussion, 30% of the total IAS, 15% the total IAL

Unit 2: Written includes a Listening, reading and grammar and Writing, which involves writing an article of 240-280 words, 70% of the total IAS, 35% of the total IAL

The second year IA2- Unit 3: Speaking, includes debate on any issue chosen by the student followed by a discussion of at least two further issues chosen by the examiner from any of the IAL general topic areas, 30% of the total IA2, 15% of the total IAL

Unit 4: Research, understanding and written response, includes: Listening, Reading and Grammar exercises, Writing, which requires to answer to one question, in Spanish, from a choice of two, that relates to a topic, a literary text or a film chosen from the prescribed list. Students should write 300-400 words, 70% of the total IA2, 35% of the total IAL.

COMPLEMENTARY SUBJECTS

Spanish may be taken with any combination of subjects at A Level.

CAREER AND UNIVERSITY OPPORTUNITIES

Language graduates traditionally have one of the highest employment rates of all subject areas. While many of our students go on to study pure language degrees, there is increasing demand for graduates of all disciplines to be proficient in languages. Not only this, but our students will be working in multinational companies, either in the UK or abroad. Hence most universities now offer a wide range of courses such as Engineering, Business, Politics, Law and Economics combined with Spanish and the opportunity of a work placement abroad.

POLITICS

EXAM BOARD

Edexcel

ENTRY REQUIREMENTS

GCSE Level 6 in English Language, History, Geography, Business, Theology.

WHAT DO WE STUDY?

The Edexcel specification that we follow requires that students undertake an in depth study of UK and USA government and politics. Therefore, pupils will be required to identify parallels, connections, similarities and differences between aspects of both of our political systems and environments. We will ensure that students develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes

All pupils are encouraged to consolidate and develop their knowledge by reading broadsheet newspapers, journals such as The Economist, and evaluating the content of television political and current events shows. Knowledge of key current political events is a vital part of assessments. The most successful pupils recognise the importance of conscientiously following current events but also that this involves detailed theoretical knowledge and understanding demonstrated through written assignments.

ASSESSMENT STRUCTURE

Three essay-based. 2-hour papers taken at the end of the two year course, covering UK Politics (Paper 1), UK Government (Paper 2), and Comparative Politics (USA) (Paper 3).

COMPLEMENTARY SUBJECTS

Economics, Geography, History, Business, Theology, Psychology and Modern Languages.

CAREER AND UNIVERSITY OPPORTUNITIES

A politics degree opens doors to a broad range of careers, including political work, social and political research, journalism, Hr, Marketing and Public Relations.



PSYCHOLOGY

EXAM BOARD

AQA

ENTRY REQUIREMENTS

GCSE Level 6 or above in Maths, English and Science.

WHAT DO WE STUDY?

Fundamentally, Psychology is about people and what makes us who we are. It appeals to all interested in the question of what may lie behind our thoughts, feelings and behaviour. The course offers students the opportunity to consider the origins, nature and development of key psychological debates. Students will examine human behaviour and experience from a variety of perspectives while developing the essential skills of analysis, independent thinking and research. Lessons typically follow the seminar model. Students are encouraged to become involved in discussion and to undertake their own investigations as they learn to think like a psychologist.

ASSESSMENT STRUCTURE

Three, 2-hour exams taken at the end of the two-year course. Paper 1 is Research Methods, looking at how psychological studies are conducted and at the statistical analysis of data. Paper 2 is detailed questions about 20 published research papers in psychology; ten classic studies ranging from Freud in 1904 to Milgram's famous obedience studies of the 1960s and ten contemporary studies, looking at fascinating topics from psychopathy to memory. Paper 3 is the specialist, applied essays and students study two choices from Child, Sports, Criminal or Environmental Psychology.

COMPLEMENTARY SUBJECTS

Psychology goes well with any subject which is undoubtedly part of its appeal, but Biology, English and Economics have proven to be particularly popular accompaniments in recent student cohorts. Psychology compliments both science and humanities. It is a useful subject to study along with another subject specialism but it is extremely worthwhile as a standalone degree course as well.

CAREER AND UNIVERSITY OPPORTUNITIES

A diverse range of career options exist. Marketing, PR, education and clinical work in hospitals give a flavour of the huge variety of employment opportunities.



THEOLOGY, PHILOSOPHY AND ETHICS

EXAM BOARD

OCR (Code H573)

ENTRY REQUIREMENTS

Level 6 or above in both English and Religious Studies GCSE

WHAT DO WE STUDY?

Philosophy of Religion:

Students study pivotal ideas in the philosophies of Plato and Aristotle. They consider the nature of the human being, considering if the mind and body should be thought of as separate substances and examine the traditional arguments for God (teleological, cosmological and ontological). Pupils also scrutinize the validity of religious experience; the logical coherence of a God with maximal qualities and the utility of religious language. They judge the extent to which a benevolent God can be thought to co-exist alongside evil and suffering.

Religion and Ethics:

Students learn the structure of normative ethical theories including utilitarianism, Kantian ethics and situation ethics. They apply these to contemporary issues of importance (such as euthanasia) and consider debates surrounding the idea of conscience. Students debate sexual ethics and analyse how far ethical terms such as 'good' can be judged to be meaningful.

The Development of Christianity:

In this component, learners have the opportunity to review Christian concepts of human nature in the context of the purpose of life, the self and immortality. Learners will explore the relationship between faith and reason; historical and theological understandings of the person of Jesus Christ and how changing roles of men and women have inspired feminist theology. Finally, this component explores the challenges posed by secularism, and a range of responses to this.

ASSESSMENT STRUCTURE

Students are assessed with three two hour written papers, each one of which accounts for 33.3% of their total A Level grade.

COMPLEMENTARY SUBJECTS

Any combination is possible with Religious Studies but psychology, sociology, history, mathematics and English are good compliments.

CAREER AND UNIVERSITY OPPORTUNITIES

An A-level in religious studies prepares students well for further study in Philosophy, Anthropology, History, Theology and Linguistics. Career opportunities are equally varied. Students often progress into journalism, work with NGO's, politics and law.





EXTENDED PROJECT QUALIFICATION

EXAM BOARD

AQA

ENTRY REQUIREMENTS

It is expected that pupils of all abilities can succeed in attaining an EPQ but the demanding nature of the qualification means that applications are carefully scrutinised. In particular, students are expected to have good organisational skills, an ability to meet deadlines and should have good written English skills.

WHAT DO WE STUDY?

The EPQ is a process driven qualification with approximately two-thirds of the marks awarded for planning, use of resources, time management and self-evaluation. Delivery of the EPQ will involve 30 hours of taught skills sessions, as well as supervision and assessment of the student's progress. It will involve extended autonomous work by the student of approximately 90 hours.

The Extended Project Qualification offers opportunities for students to:

- Develop and extend from an area of personal interest or activity outside the main programme of study.
- Improve their own learning and performance as critical, reflective and independent learners.
- Apply decision-making and problem-solving skills.
- Extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.

ASSESSMENT STRUCTURE

There are three parts to the assessment of the EPQ:

- A project product. Generally a written report of 5000 words (or an artefact with accompanying report of at least 1000 words).
- A 15 minute presentation for a non-specialist audience with a further 10 minutes of live questions from the audience.
- A research diary with evidence of the development of the project.

Final submission of all assessment evidence will be in June of the L6 year.

COMPLEMENTARY SUBJECTS

All subjects will benefit from the independent learning skills taught over the course of the EPQ but students who have to write extended essays as part of their A Level courses may find it particularly beneficial.

CAREER AND UNIVERSITY OPPORTUNITIES

The EPQ can be useful for all university courses. Many universities will discuss projects at interview and in some cases universities have offered students lower UCAS offers based on EPQ projects of A and A* standard. Strong skills in planning, time management, research and effective communication are highly regarded in most careers.



WHEN CHOOSING YOUR A LEVEL SUBJECTS

- Do what you love
- Do what you are good at
- Do what you need to do for the future
- Do what you think you will find interesting and will keep you motivated for two years

**If you need any further guidance,
please talk to our dedicated Head
of Sixth Form Mrs Mason, or your
Subject Teachers.**

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Information given in this document is believed to be correct at the time of printing (January 2020). This, however, does not form part of any agreement between the School and current or prospective parents. Those requiring information on specific matters should seek written confirmation from the School.