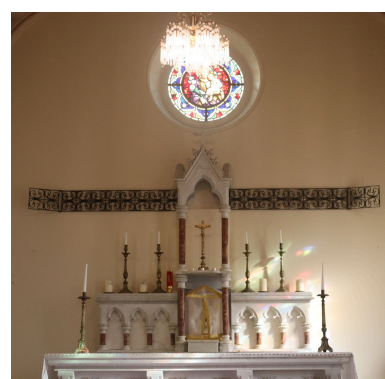




Prior Park  
Gibraltar

# GCSE COURSE GUIDE

## 2024



# CONTENTS

- 3. Welcome Page
- 4. Frequently Asked Questions

## Core Subjects

- |                            |   |
|----------------------------|---|
| 5. English                 | 9. Physics                                    |
| 6. Mathematics             | 10. Religious Studies                         |
| 7. Introduction to Science | 11. Religious Studies (Catholic Christianity) |
| 7. Biology                 | 12. Spanish                                   |
| 8. Chemistry               |   |

## Optional Subjects

- |                      |                        |
|----------------------|------------------------|
| 13. Art              | 19. History            |
| 14. Business Studies | 20. Music              |
| 15. Computer Science | 21. Photography        |
| 16. Drama            | 22. Physical Education |
| 17. French           | 23. Psychology         |
| 18. Geography        |                        |

## Contact Details

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# WELCOME TO THE GCSE OPTIONS BOOKLET

In the next few weeks you will be asked to select the subjects you want to study at GCSE level in Years 10 and 11. You may already have some idea about the courses you wish to follow and so the selection process may be relatively simple. Others of you may not be as sure, so to help you we have tried to make the GCSE options process as simple as possible and would encourage you to seek advice from your parents/guardians and current teachers.

Dear Student,

Most of you will be studying for 9 or 10 GCSE subjects. However, for some students, including those on the Learning Development Programme (LDP) or for whom English is a second language, it may be advisable to study fewer subjects – where this applies the Deputy Head will be able to advise you about this.

At Prior Park School, seven subjects are still considered to be “core” subjects and these are compulsory. They are English Language and English Literature, Mathematics, Science (all three sciences are compulsory) and Spanish. All students will follow GCSE Religious Studies AQA Spec A, or AQA specification B syllabus focusing on Catholic Christianity.

Following the parent information evening, you and your parents might like to discuss your GCSE options with your current teachers. After this, you will be asked to make your final selection by the end of March

Following analysis of choices, the timetable for 2023-24 will be constructed and, whilst there will be some flexibility for you to change your mind about which subjects you wish to study at GCSE, accommodation of late changes cannot be guaranteed. This booklet is designed to give you more information about the many subjects on offer at Prior Park School, and hopefully it will help you to make the right choices for GCSE.

If you have any queries about this process please do not hesitate to contact me via e-mail at: [pmartyn@priorparkschools.com](mailto:pmartyn@priorparkschools.com)

I hope you find this booklet helpful and, on behalf of all the staff, wish you every success with your future choices.

Yours sincerely  
Mr Paul Martyn  
Deputy Head (Academic)

# Frequently Asked Questions about Key Stage 4 (GCSE)

## What subjects are available?

Pages 5 - 12 will give you information on the core or compulsory subjects. Pages 13-23 will give you an idea of which optional subjects are available at Prior Park School, from which you can choose three subjects. Read them all carefully before making any snap decisions.

## What subjects should I choose?

Liking a subject may be an initial guide as you are likely to perform well when you are enjoying the work and feel committed to it. For example, successful students are often those who enjoy a subject so much they even read beyond the curriculum. If you choose something because you feel you should, you may be less likely to make the most of the opportunities. Don't forget, there may be some subjects here you have not tried yet, so you need to find out as much as possible about them too. Some subject may require more project work than others; some subject will be practical/hands-on as well as theoretical. Understanding yourself and what you enjoy is important. Unfortunately, it will probably not be possible to study a Modern Foreign Language at GSE if you have not studied it in Year 9.

## What am I good at?

There may be some subjects for which you feel you have a natural ability; it comes easily to you. Opting for these courses will develop your skills and can help build your confidence. If you are not sure if you have the ability then ask your current teachers - they have considerable expertise at spotting talent.



## What subjects do I need that will be relevant for a job?

If you have definite ideas as to which University course or career you wish to follow post Sixth Form then it is always helpful to research the subject requirements

## What subjects are available?

If you do not have any idea then try not to be overly concerned. The seven compulsory subjects at PPSG cover the essentials that may be specified by universities or employers for most, if not all, courses. It is worth noting that all subjects offered at PPSG are "relevant" because they can help you to develop skills that can be useful and applicable later on. These are called transferable skills; something that you have acquired in one context that can be applied to another. The following subjects may differ in the knowledge and information that you will learn, but they all share many common objectives. They will, for example, teach you to find, sort and evaluate information; how to analyse problems and construct possible solutions; how to communicate your ideas verbally or on paper, and how to cope with complex ideas.

## Employers are particularly interested in people having the following transferable skills:

- Communication skills
- Thinking creatively
- Understanding and being able to work with people
- Understanding science and the world
- Being able to solve problems

Thinking about subjects in terms of what skills they help you acquire and develop can therefore be, in itself, a valuable skill.

## So, what happens next?

- Talk to your current teachers about your thoughts
- Read this book carefully and draw up a short list of possible subjects
- Try to distinguish between your current teacher and the subject they teach you. You may want to take a subject because you like the teacher but it won't be the case that you will have that person next year. So, do you like it enough to do it anyway?

**We wish you good luck with the process ahead of you!**



## AIMS OF THE COURSE

The specification enables students to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. They will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

## SUBJECT CONTENT

### English Language

Students will be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They will develop their ability to use English as active and informed citizens and be able to speak, listen, read and write fluently, appropriately, effectively and critically – for a wide range of personal, functional and social purposes. Students will be expected to respond to a wide range of written texts, including challenging and dynamic texts. They will develop the knowledge and skills required to make informed decisions about further learning opportunities and career choices.

### English Literature

The specification takes a skills-based approach to the study of English literature that is consistent across the genres. The two exam papers allow students of all abilities to achieve their best on every question. It offers excellent preparation for AS and A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.

## SKILLS DEVELOPED THROUGH THE COURSE

Students will be able to read fluently and write effectively as well as demonstrate a confident control of Standard English through writing grammatically correct sentences, deploying figurative language and analysing texts.

Students will develop:

- Reading, study and research skills- including the ability to identify bias and the ability to evaluate sources of information
- The ability to analyse techniques and their effects
- The ability to compare texts from different periods
- Skills in essay-writing and composition
- An awareness of different modes of writing
- The ability to communicate clearly and fluently.

## ASSESSMENTS & EXAMINATIONS

### English Language

The qualification is made up of two equally weighted externally assessed units, and one internally assessed unit.

The two externally assessed units test Reading and Writing skills, whilst the internally assessed unit tests Oracy skills.

The assessments overview is as follows:

Unit 1: Nonexamination assessment Oracy (20%)

Unit 2: Reading and Writing - Description, Narration and Exposition (40%)

Unit 3: Reading and Writing - Argumentation, Persuasion and Instructional (40%).

### English Literature

There are two written examinations of four set texts and unseen poetry.

#### Paper 1

Shakespeare and the 19th- century novel, looks at how writers use language and structure to create meanings and effects as well as the relationships between texts and the contexts in which they were written.

#### Paper 2

Modern texts and poetry, looks at evaluation of a writer's choice of vocabulary, grammatical and structural features; comparing and contrasting texts studied, referring where relevant to theme, characterisation, context, style and literary quality

## SUGGESTED READING /ACTIVITIES

Students will study a variety of different texts: one of these will be a play by Shakespeare. Any general books on Shakespeare and Elizabethan/Jacobean drama would be a useful preparation; as would novels from the 1930s onwards. Year 10 students should approach their subject teachers for suitable novels that they can read over the summer holidays. We would recommend that students take advantage of any opportunity to go to the theatre. For the Language course, awareness of current affairs will be invaluable – whether it is gained from listening to news bulletins or discussion programmes on the radio, or from reading articles in the news. Similarly, good quality of 'literary' non-fiction (19th century and contemporary) would also be invaluable. Class teachers will be happy to recommend suitable titles.

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

English provides students with a good grounding in a variety of key skills: the ability to communicate clearly; to undertake independent research; to select, summarise and evaluate different sources; to structure and draft extended pieces of writing. These are all 'transferable' skills, which will be invaluable in further or higher education and beyond. The potential career opportunities, which English opens up, include: the law; civil service; media and broadcasting; speechwriting and education. These are all 'transferable' skills which will be invaluable in further or higher education and beyond. The potential career opportunities which English opens up include: the law; civil service; media and broadcasting; speechwriting and education.

## AIMS OF THE COURSE

- Develop knowledge, skills, and understanding of mathematical methods and concepts.
- Acquire and use problem-solving strategies.
- Select and apply mathematical techniques and methods in mathematical, everyday and real world situations.
- Appreciate the importance of deductions and inferences and draw conclusions.
- Interpret and communicate mathematical information in a variety of forms appropriate to information and context.

## SUBJECT CONTENT

### English Language

This course is based around the National Curriculum and students are encouraged to think for themselves at all stages. All students are issued with textbooks which are specifically tailored to the course which is studied.

## SKILLS DEVELOPED THROUGH THE COURSE

- Acquire a foundation of mathematics skills for further study in the subject or related areas.
- Enjoy using and applying mathematical techniques and concepts, and becoming confident in using mathematics to solve problems.

## ASSESSMENTS & EXAMINATIONS

iGCSE is a linear course and the students will sit two examination papers at the end of the two years i.e. in year 11.

Each Paper is 50% of the total grades and lasts 2 hours each.

There is no longer any coursework component at iGCSE level

## SUGGESTED READING /ACTIVITIES

Students should look at the website NRICH, which offers lots of puzzles and articles on mathematics - [www.nrich.maths.org/forstudents](http://www.nrich.maths.org/forstudents).

Students also get their own login for MyMaths, a website with lessons and activities.

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

Many careers require the techniques and skills that Mathematics offers. For example, Psychology degrees often require Maths in order for students to undertake the statistical analysis of clinical experiments.

Common careers include; Accountancy, Engineering, Architecture.



Students will follow one of two routes through their Science GCSE at PPSG. Some students may opt to take CIE's Separate Science GCSEs as described in more detail below, they will do this by selecting 'Separate Science' as one of their three options. The majority of the other students will take a Cambridge iGCSE Combined Science leading to "Double Award Science" GCSE qualifications, which equates to two GCSEs in science rather than three. This flexibility allows us to cater to the needs of students and to stretch the best scientists. It also allows us to provide an excellent all round science education for those students who may not wish to follow science beyond KS4 and/or cater for needs of those students who find the sciences particularly challenging. Along the Double Award path, the content in each of the three sciences is slightly reduced. Nonetheless, the level of examination questions is broadly the same. Following this route enables these students to proceed through the material at a slightly slower pace, thereby helping to consolidate their learning. It should be noted that a majority of students in the UK follow the Double Science route and all A level science courses are designed on the assumption that students have this qualification as their base starting point. To that end, having Double Award Science GCSEs presents no barrier to taking A level sciences at PPSG.

## Biology

Cambridge IGCSE (9-1) Biology 0970  
or Biology as part of Cambridge IGCSE Co-ordinated Sciences 0973

### AIMS OF THE COURSE

The course aims to stimulate interest and enthusiasm for biological science by giving a good grounding in the living world and of those factors which have a major impact on that world. It seeks to enable students to understand how living organisms function at the level of the cell as well as whole organisms. It also seeks to enable them to appreciate how understanding the process of scientific enquiry enables new discoveries to be made. The course will provide a firm foundation for A level Biology.

### SUBJECT CONTENT

Candidates study the following topics:

- Characteristics and classification of living organisms
- Organisation of the organism
- Movement into and out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants
- Transport in animals
- Diseases and immunity
- Gas exchange in humans
- Respiration
- Excretion in humans
- Coordination and response
- Drugs
- Reproduction
- Inheritance
- Variation and selection
- Organisms and their environment

### SKILLS DEVELOPED THROUGH THE COURSE

- Understanding the relationships between plants and animals
- Understanding biological processes
- Assessing some of the impacts of humans on the living world
- Researching and debating some current issues in Biology, for example, cloning and genetic engineering
- Contributing to team work in planning and carrying out practical investigation
- Understanding the stages involved in designing valid experiments: predict, design, implement, analyse and evaluate
- Learning how to apply mathematics to biological data
- Learning techniques required for revision and exams

### ASSESSMENTS & EXAMINATIONS

The scheme of assessment is linear with three question papers to be taken at the end of the course. the details are given below:

#### Paper 1:

Multiple choice paper comprised of 40 x four option multiple choice questions. 45 minutes duration. Equivalent to 30% of GCSE grade.

#### Paper 2

Written exam: 1 hour 15 minutes at Core of Extended Tier. Equivalent to 50% of GCSE grade. Comprised of short-answer structured question.

#### Paper 3

Written Exam: 1 hour at Core of Extended Tier. Equivalent to 20% of GCSE grade. Questions will be based on the experimental skills.

### SUGGESTED READING /ACTIVITIES

New Scientist for an awareness of current issues in science. Biological Science Review for students aspiring to go on to do A Level Biology. Student BMJ for aspiring medical students. Daily newspaper articles.

### RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

The Certificate in the Biology course is a firm base from which to advance to AS and A Level Biology and eventually to careers in Medicine, Dentistry, Veterinary Science, Biochemistry, Pharmacy and Physiotherapy.

## Chemistry

Cambridge IGCSE (9-1) Chemistry 0971

or Chemistry as part of Cambridge IGCSE Co-ordinated Sciences 0973

### AIMS OF THE COURSE

The course's aim is to provide a rigorous but interesting grounding in the principles of Chemistry, accessible to all but one that challenges the most able. Our teaching approach is heavily based on practical investigation. The course is linear, examined at the end of year 11.

### SUBJECT CONTENT

Candidates study the following topics:

- States of matter
- Atoms, elements and compounds
- Stoichiometry
- Electrochemistry
- Chemical energetics
- Chemical reactions
- Acids, bases and salts
- The Periodic Table
- Metals
- Chemistry of the environment
- Organic chemistry
- Experimental techniques and chemical analysis

### SKILLS DEVELOPED THROUGH THE COURSE

As part of the GCSE Chemistry course students will:

- Learn about the unifying patterns and themes of chemistry
- Appreciate the practical nature of chemistry, acquiring experimental and investigative skills based on correct and safe laboratory techniques
- Appreciate the importance to scientific methods of accurate experimental work and reporting
- Be able to form hypotheses and design experiments to test them
- Understand the widespread importance of chemistry and the way materials are used in the world
- Appreciate how the work of the chemist has social, industrial, technological, environmental and economic consequences for the community

### ASSESSMENTS & EXAMINATIONS

The scheme of assessment is linear with three question papers to be taken at the end of the course. the details are given below:

#### Paper 1:

Multiple choice paper comprised of 40 x four option multiple choice questions. 45 minutes duration. Equivalent to 30% of GCSE grade.

#### Paper 2

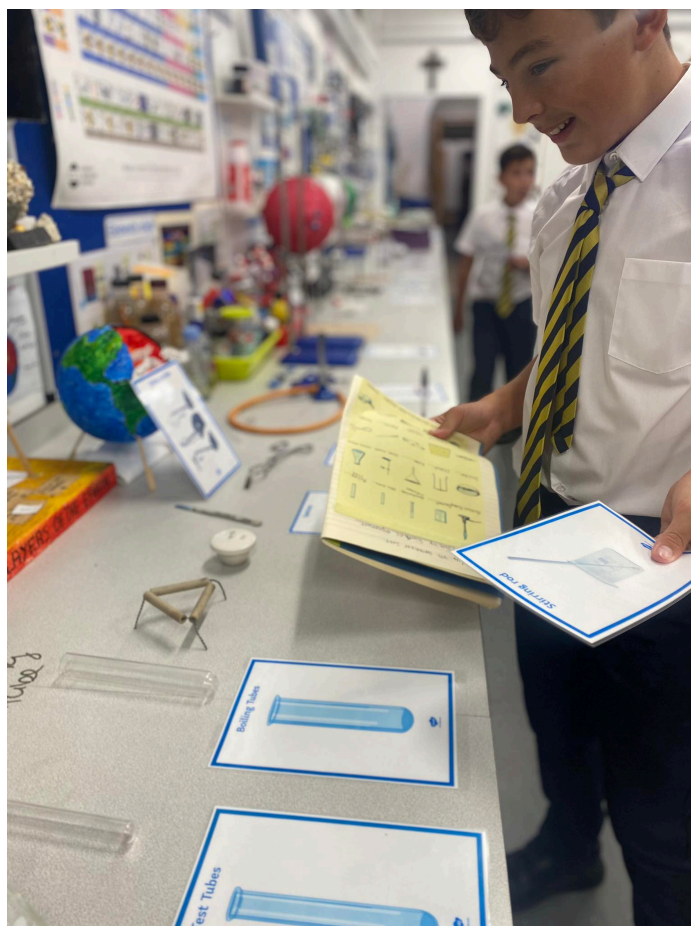
Written exam: 1 hour 15 minutes at Core of Extended Tier. Equivalent to 50% of GCSE grade. Comprised of short-answer structured question.

### SUGGESTED READING /ACTIVITIES

Students are also encouraged to read widely including New Scientist, Science News Explores and Chemistry Review.

### RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

Physics is a subject that opens many doors for the future. As well as leading to a career in the sciences or engineering it provides strong support for those wishing to go into Medicine, Finance and Veterinary Science. Students who study Physics must show they have a critical mind and the ability to analyse problems and come up with solutions.





## Physics

Cambridge IGCSE Physics (9-1)  
or Physics as part of Cambridge IGCSE Co-ordinated Sciences 0973

### AIMS OF THE COURSE

The aim of the course is to promote an enquiring mind and a critical approach to thinking about how the world around us works. As well as theoretical ideas, students will develop their practical skills through experimental work related to each of the topics covered. Students are also encouraged to think about how they can use the ideas they meet in Physics to address problems and concerns in the world around them.

### SUBJECT CONTENT

Candidates study the following topics:

- Motion, forces and energy
- Thermal physics
- Waves
- Electricity and magnetism
- Nuclear physics
- Space physics

### SKILLS DEVELOPED THROUGH THE COURSE

Students will develop the ability to think about scientific ideas critically and consider how reliable information or results are. They will develop a range of practical skills as well as the ability to contribute as part of a group. Students will develop the ability to present their own ideas to others in an informative way.

### ASSESSMENTS & EXAMINATIONS

The scheme of assessment is linear, with three question papers to be taken at the end of the course. The details are given below:

#### Paper 1

Multiple choice paper comprised of 40 x four option multiple choice questions. 45 minutes duration. Equivalent to 30% of GCSE grade.

#### Paper 2

Written exam: 1 hour 15 minutes at Core or Extended Tier. Equivalent to 50% of GCSE grade. Comprised of short-answer and structured questions.

#### Paper 3

Written exam: 1 hour at Core or Extended Tier. Equivalent to 20% of GCSE grade. Questions will be based on the experimental skills.

### SUGGESTED READING /ACTIVITIES

The New Scientist magazine in the department and the school library gives a weekly insight into the importance of current lines of investigation in Physics, as well as the other sciences. The BBC News website has a section on Science and Technology that has many interesting and up to date ideas for students to read about.

### RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

Physics is a subject that opens many doors for the future. As well as leading to a career in the sciences or engineering it provides strong support for those wishing to go into Medicine, Finance and Veterinary Science. Students who study Physics must show they have a critical mind and the ability to analyse problems and come up with solutions.

## AIMS OF THE COURSE

At Prior Park we value the study of religion for a number of reasons. Firstly, for the believer and nonbeliever-alike, religions are a precious repository of philosophical and moral wisdom worth reflecting on and applying to our own lives. Secondly, we believe that true comprehension of our cultural heritage involves being religiously literate. One cannot fully appreciate neither history or art without a good understanding of the faiths which many have fought for and been deeply inspired by. Likewise, to understand the changing landscape of our modern world such a knowledge is equally essential. Thirdly, the study of religion promotes the ability of each and every pupil to express themselves clearly and to develop, define and defend their viewpoint intelligently both in speech and with the written word. Few other curriculum subjects offer students the space to explore their own worldview and response to life's ultimate questions. The course at GCSE is taught with a view to meeting each of these aims.

## COURSE STRUCTURE

Pupils begin their study of GCSE RE a year before other subjects in year 9. We ensure that in year 9 students learn the modules that are co-teachable with the Catholic RE GCSE specification. This means that, should a pupil decide to opt to take the Catholic GCSE in year 10 rather than continue with specification A, they will still have learnt relevant GCSE content in year 9.

## SKILLS DEVELOPED THROUGH THE COURSE

In pursuing this course pupils learn to:

- Recall information rapidly with accuracy
- Explain how beliefs translate into actions
- Explain the impact of scripture on modern believers
- Explain their own and competing viewpoints on contemporary moral and philosophical issues
- Evaluate arguments, demonstrating their strengths and weaknesses clearly

## ASSESSMENTS & EXAMINATIONS

Pupils study for two papers, each of which takes 1 hour and 45 minutes to complete and is divided into four sections.

### Paper 1

Pupils are examined in the beliefs and practices of two world religions. They must take careful notice of variations within and commonalities between both traditions. The religions studied are Christianity and Islam.

### Paper 2

Pupils apply their learning about religious principles to questions of ethical and philosophical interest. These are 'war and peace'; 'crime and punishment'; 'the existence of God and revelation' and 'relationships and families'

## SUGGESTED READING /ACTIVITIES

Students on this course can enrich their learning by taking a keen interest in current affairs, especially by reading a broadsheet newspaper and or a quality magazine articles related to religion, crime, relationships and war. Students who attend Mass or any other religious service will also find that listening to sermons will help them to deepen their understanding of scripture and how sacred texts motivate faith communities.

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

A GCSE in religious offers a good grounding for A-level and degree courses in philosophy, ethics, theology, English, history and journalism.

## AIMS OF THE COURSE

Religious Studies GCSE differs from the Specification A course in that it focuses on Catholic Christianity. In addition to studying the tenets of the Catholic faith, pupils consider some of the most important moral issues in contemporary society and compare and contrast Christianity with a second religion, Islam. Our aim at Prior Park is to give students an interesting and varied religious education, developing their awareness and understanding of key beliefs and how religious values shape behaviour.

## SUBJECT CONTENT

- Catholic Christianity - 50%
- Islam - 25%
- Applying Catholicism to moral issues - 25%

### Catholic Christianity

The following topics will be considered through the areas of beliefs and teachings, forms of expression, Sources of authority and Practices: Creation; the person of Jesus; the Trinity; Redemption, the Church and the Kingdom of God and Eschatology (life after death). This will include looking at artistic expressions of e.g. The creation story and the Trinity.

### Islam

Key perspectives on the Islamic faith Beliefs and Teachings and Practices. (All pupils cover this aspect of the course in year 9 since it is co-teachable with the compulsory specification)

### Applying Catholicism Moral issues

Two key topics: Religion, relationships and families (including love, relationships, marriage and gender issues) Religion, war and peace (including just war theory, pacifism, perspectives on nuclear weaponry and violent protest).

## SKILLS DEVELOPED THROUGH THE COURSE

Students will have shown an ability to analyse complex issues and to write clearly about them, putting forward arguments for and against particular points of view and making relevant conclusions. Students will also have an opportunity to ask questions, debate and discuss, in which their own opinions can be expressed, listened to and challenged.

## ASSESSMENTS & EXAMINATIONS

Assessment will be entirely through two examinations, one for each unit, each worth 50% of the full GCSE. These will be taken in the summer of the students' year 11. There will not be public examinations in Religious Studies at Prior Park in year 10. There is no coursework component. Topics from both units will be taught during each year of the two year course.

## SUGGESTED READING /ACTIVITIES

Being aware of current affairs, especially ethical problems and religious issues, is an excellent way of preparing for the GCSE, as well as helping to develop an understanding of how people reach decisions in complex situations. Any books, articles and websites that consider any of the ethical issues listed above will be helpful in fostering an interest in Religious Studies.

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

There are many religious and ethical issues in the modern world which have an important bearing on people's lives, whatever their personal beliefs. It is very useful for students to have the opportunity of studying Religious Studies GCSE as it encourages students to consider a variety of points of view; especially to understand Church teaching about contemporary moral issues and to explore the story and meaning of Jesus' life.

Many students continue to study Religious Studies at A Level, which is highly regarded by Universities and potential employers. Students with an Religious Studies A Level can apply to a variety of Degree courses which could include Theology/Religious Studies, English, History, Anthropology, Medicine (medical ethics is increasingly important in the medical profession), Drama (understanding the nature of people's beliefs and how this influences their lives) and Law, to name but a few. An understanding of business ethics is also increasingly important in today's employment market. Future careers can be equally broad, including teaching, nursing, medicine, social work, law, business, the media, journalism and ministry.

This course aims to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. The Pearson Edexcel International GCSE in Spanish is a linear qualification, there is no Foundation or Higher tier.

## AIMS OF THE COURSE

The Pearson Edexcel International GCSE in Spanish is designed for use in schools. It is part of a suite of International GCSE qualifications offered by Pearson. The qualification is designed primarily for students who are studying Spanish in order to enhance their future education or employment prospects. Achievement is broadly equivalent to Levels A2 and B1 of the CEFR. Students at this level are expected to understand the main points of familiar matters regularly encountered in work, school, leisure, etc., and can deal with most situations likely to arise while traveling in an area where the language is spoken. They can produce simple, connected text on topics that are familiar or of personal interest, and can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans. Students will be expected to communicate formally and informally in a range of contexts, and to understand a wide range of texts and styles. The aim of the qualification is to test Spanish language competence through realistic and contextualised tasks based on authentic texts. Speaking, listening, reading, and writing skills are tested through three examination papers.

## SUBJECT CONTENT

### Topic Area A

Home and abroad Subtopics: 1. Life in the town and rural life 2. Holidays, tourist information and directions 3. Services (e.g. bank, post office)\* 4. Customs 5. Everyday life, traditions and communities.

### Topic Area B

Education and employment Sub-topics: 1. School life and routine 2. School rules and pressures 3. School trips, events and exchanges 4. Work, careers and volunteering 5. Future plans.

### Topic Area C

Personal life and relationships Sub-topics: 1. House and home 2. Daily routines and helping at home 3. Role models\* 4. Relationships with family and friends 5. Childhood

### Topic Area D

The world around us Subtopics: 1. Environmental issues 2. Weather and climate\* 3. Travel and transport 4. The media 5. Information and communication technology.

### Topic Area E

Social activities, fitness and health Sub-topics: 1. Special occasions 2. Hobbies, interests, sports and exercise 3. Shopping and money matters 4. Accidents, injuries, common ailments and health issues\* 5. Food and drink.

## SKILLS DEVELOPED THROUGH THE COURSE

Students should be competent in the following areas by the end of their GCSE course:

Communication strategies in both understanding (reading and listening) and those that relate to production (speaking and writing)

Understanding the spoken word: questions, requests, conversations; announcements, radio, TV

Understanding the written word: signs, notices, labels, instructions - Timetables, programmes, advertisements, messages, cards, letters, books

Initiating a conversation, to ask questions as well as to reply, to request and give information, explanations and opinions.

## ASSESSMENTS & EXAMINATIONS

### Paper 1

Listening The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. Students will be awarded a maximum of 40 marks. This paper will consist of seven tasks, each based around a single recorded text. Students may not bring a dictionary into the examination room.

### Paper 2

Reading and Writing The reading and writing examination lasts 1 hour and 45 minutes and is worth 50% of the qualification. Students will be awarded a maximum of 80 marks. The paper is divided into two sections: reading and writing and grammar. The first section will consist of five tasks, each based on a collection of short texts or a longer single text. The second section will consist of two writing tasks and a grammar-based task.

### Paper 3

Speaking The examination is made up of three tasks (A, B and C). The tasks must be conducted in consecutive order. The total assessment time is 8–10 minutes. Students are assessed on the quality of responses, so the length of tasks is representative of their relative demand. Assessment times for the tasks are as follows: • Task A: 2 to 3 minutes • Task B: 3 to 3 minutes 30 seconds • Task C: 3 to 3 minutes 30 seconds. Task C should continue without a pause or interruption from Task B. Tasks B and C should not exceed 7 minutes. Excess candidate material will not be assessed.

## SUGGESTED READING /ACTIVITIES

Online resources: TV5 Spanish; Lyrics Training; Languages Online. Watching films and series, listening to the radio, as well as reading books and magazines in Spanish.

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

A foreign language skill not only brings practical benefits of enabling you to communicate more freely with people, it also allows you to appreciate other cultures; language being the window into the ideas and experiences of a nation. Those who can speak and write more than one language are the ones in demand in an employment market where people work for international companies, work with foreign nationals and work and live in other countries. As one of the key skills recognised by employers, good communicators are in demand in management, commerce, public relations, the media, marketing, advertising, and finance. Modern Language graduates enjoy one of the highest employment rates in an increasingly competitive job market. Topic Area E – Social activities, fitness and health Sub-topics: 1. Special occasions 2. Hobbies, interests, sports and exercise 3. Shopping and money matters 4. Accidents, injuries, common ailments and health issues\* 5. Food and drink. SKILLS DEVELOPED THROUGH STUDENTS SHOULD BE COMPETENT IN THE FOLLOWING AREAS BY THE END OF THEIR GCSE COURSE: - Communication strategies in both understanding (reading and listening) and those that relate to production (speaking and writing) - Understanding the spoken word: questions, requests, conversations; announcements, radio, TV - Understanding the written word: signs, notices, labels, instructions - Timetables, programmes, advertisements, messages, cards, letters, books - Initiating a conversation, to ask questions as well as to reply, to request and give information, explanations and opinions. ASSESSMENTS/EXAMINATIONS Paper 1: Listening The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. Students will be awarded a maximum of 40 marks. This paper will consist of seven tasks, each based around a single recorded text. Students may not bring a dictionary into the examination room. Paper 2: Reading and Writing The reading and writing examination lasts 1 hour and 45 minutes and is worth 50% of the qualification. Students will be awarded a maximum of 80 marks. The paper is divided into two sections: reading and writing and grammar. The first section will consist of five tasks, each based on a collection of short texts or a longer single text. The second section will consist of two writing tasks and a grammar-based task.



## AIMS OF THE COURSE

To develop individual creativity and understanding of the visual arts.

## SUBJECT CONTENT

The subject content is broad and covers painting, drawing, printmaking, sculpture and digital media. Students explore a number of themes and build practical skills and contextual understanding; as the course progresses the direction of their work becomes highly individual and they are encouraged to develop their own interests and strengths as young artists.

## SKILLS DEVELOPED THROUGH THE COURSE

- Observational and spatial skills
- An understanding of visual language and the world of images that surround us
- Sustaining a creative development of visual ideas
- Practical techniques and processes

## ASSESSMENTS & EXAMINATIONS

This is a project based on a theme, done in school and prep time. Working to this theme, students will demonstrate their skills in a wide range of media

Students will produce a personal sketch book which is a journal of ideas, images and experiments and annotated research into the work of other artists. At least two large final works will be done within this project.

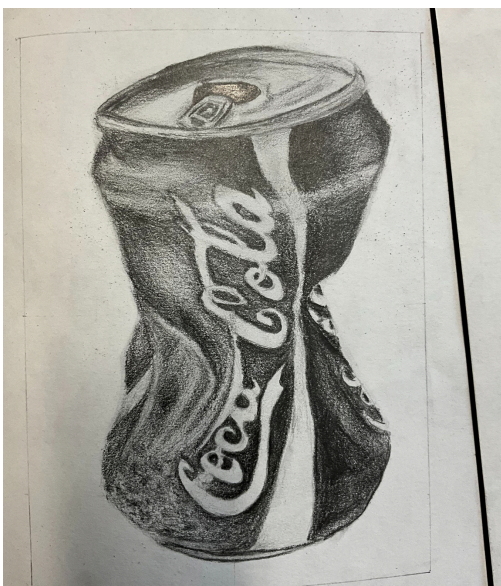
### OCR Set Task 40%

On return to school in the New Year of the year 11, students will be given a choice of starting points set by OCR. They will then begin another body of work built around a new sketch book, which concludes with a ten hour exam in about mid-April (this is Art all day for two days and proves to be great fun!)

## SUGGESTED READING /ACTIVITIES

- Visit Tate Britain and Tate Modern websites
- Go to the public art gallery and see what's on
- Visit the commercial galleries
- Try drawing and making things for pleasure. You could even consider painting designs on objects at home
- Take interesting photos with your mobile phone, try to enjoy and get into the habit of looking at things!

Our world is very visual with TV, films, adverts, magazines, product presentation, style and fashion. Art at school can only help us digest this rich diet. Art at GCSE encourages and helps develop the sense that students must take responsibility for their efforts, and hence their own education, and make their own decisions and choices based upon personal research. Those who do well always "pick up the ball and run with it".



## AIMS OF THE COURSE

Students of the Cambridge iGCSE Business Studies course will understand different forms of business organisations, the environments in which businesses operate, and business functions such as marketing, operations and finance. They will also appreciate the role of people in business success.

## SUBJECT CONTENT

### Understanding Business Activity

This section introduces the underlying ideas and concepts of business and includes the purpose and nature of business activity and how businesses can be classified. Enterprise and entrepreneurs, and why some businesses grow while others remain small are further important issues.

### People in Business

The focus is the functional area of human resources and includes the importance and methods of motivating a workforce. How businesses are organised and managed and the methods of recruitment, selection and training of employees are also considered. Finally, the section covers the importance and methods of effective internal and external communication.

### Marketing

This section includes the role of marketing, the distinctions between niche and mass markets and the techniques of market segmentation. The methods and importance of market research are covered. The central role of the marketing mix, i.e. the four Ps, is made clear. Marketing strategies to influence consumer decisions at home and in new foreign markets are the final topics in this section.

### Operations management

The focus is the functional area of production and includes the meaning and methods of production and how productivity can be increased. The different costs of production and breakeven analysis are covered. The section concludes with the importance and methods of achieving quality in the production process and location decisions of businesses.

### Financial Information

This finance and accounting section covers the need for and sources of business finance, cash-flow forecasting and working capital. Simple income statements are covered as well as statements of financial position and the analysis of accounts including why and how accounts are used.

### External influences

This section focuses on different external influences on business activity and how these impact on a business. It includes government influences on economic, environmental and ethical issues and how they impact on the functional areas of businesses. In addition, the international economy including globalisation and its effects on businesses and governments, multinational businesses and exchange rates are important issues.

## ASSESSMENTS & EXAMINATIONS

The course consists of two externally examined papers. There are two equally weighted exam papers (both 90 minutes).

Paper 1 has four questions, requiring a mix of short answer and structured data responses.

Paper 2 has four questions based on a case study, provided as an insert with the paper.

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

Business Studies students go on to study a wide range of courses at university all over the UK and beyond. Most universities have a Business School. There are Business courses and more focused courses, such as in Finance, Management or Marketing but many degrees will mix Business with other disciplines, such as Languages, Economics and Law.

## AIMS OF THE COURSE

Computer Science will help develop a student's understanding of technology and how it is created and developed. It compliments subjects that use problem-solving, data analysis and understanding how to interpret results to provide a clear working path, providing accessibility to a wide range of opportunities outside of school.

## SUBJECT CONTENT

The course content is broad and covers algorithmic thinking, programming, data representation, fundamentals of computer systems, computer networking, cyber security, software development and ethical, legal and environmental impacts of digital technology on the wider society. The course will provide a range of programming experiences and will push individuals to take on their own independent programming enquiry.

## SKILLS DEVELOPED THROUGH THE COURSE

- Problem-solving skills and logical thought through computational thinking
- Analysis of algorithms and programming syntax
- Developing the skills to understand the every-changing world of technology

## ASSESSMENTS & EXAMINATIONS

### Paper 1

Computational Thinking and Problem Solving (Exam 50%)

The exam assesses computational thinking, problem-solving, code tracing and applied computing as well as theoretical knowledge of computer science including algorithmic thinking, programming, data representation and computer systems. The questions are a mix of multiple choice, short answer and long answer which will challenge a student's practical problem solving and computational thinking skills.

### Paper 2

Written Assessment (Exam 50%)

The exam assesses theoretical knowledge on data representation, computer systems, computer networks, cybersecurity and ethical, legal and environmental impacts of digital technology on the wider society. The questions are a mix of multiple choice, short answer, long answer and extended response questions which challenge a student's theoretical knowledge. Programming Project Students will be expected to develop a computer program which has been designed, written and tested to solve a problem. The programming project develops a student's ability to use the knowledge and skills gained through the course to solve a problem. Students will be expected to follow a systematic approach to problem-solving, consistent with the skills developed over the course of the first year. The skills developed can be applied to exam questions on computational thinking. The programming project must be completed but does not weigh in on the overall marks for the GCSE.

## SUGGESTED READING /ACTIVITIES

### To Learn Programming

codecademy.com  
Prior Park Gibraltar Python Tutorial Playlist  
Making Games with Python and Pygame by Al Sweigart  
Automate the Boring Stuff with Python by Al Sweigart  
Hello World by Hannah Fry

### To Practise Programming

codewars.com  
leetcode.com  
W3Schools Python Exercises

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

Technology is relevant in all aspects of today's world and Computer Science helps enrich students' knowledge of computing so that they will be prepared to use technology in any scenario though computational thinking and problem solving techniques.

Most, if not all jobs require some level of computing knowledge, whether it'd be as a programmer in game/software development, designer of clothing or 3D models, working in the education sector, as an officer for geographical information systems, or working as part of an office. Students undertaking Computer Science will be highly valued and employable across all career paths.



## AIMS OF THE COURSE

The course aims to develop creative, effective, independent and reflective students who are able to make informed choices. they will have the opportunity to study the roles and processes undertaken in contemporary professional theatre practice, contribute as an individual to performances and reflect on their own work and that of others.

## SUBJECT CONTENT

Component 1

Understanding Drama A - Roles & Terminology

B - Study of a set play

C - Live theatre production

Component 2 - Devising Drama

Component 3 - Texts in Practice

## SKILLS DEVELOPED THROUGH THE COURSE

- To explore performance texts and be able to understand their cultural and historical context including theatrical conventions of the period in which they were created.
- A range of theatrical skills and how to apply them to a performance.
- To be able to work collaboratively to generate, develop and communicate ideas.
- To apply knowledge and understanding when performing or responding to drama.

## ASSESSMENTS & EXAMINATIONS

Written Paper - 40%

Devised Drama Performance - 40%

Study and Performance from a set play.

## SUGGESTED READING /ACTIVITIES

LAMDA preparations and examinations  
Theatre Visits Reading plays (Blood Brothers)

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

- Helps to build self-esteem and confidence
- Preparation for the interviews and public speaking
- Preparation for work in the theatre
- Preparations for auditions in order to be considered for acting roles.





This course aims to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. The Pearson Edexcel International GCSE in French is a linear qualification, there is no Foundation or Higher tier.

## AIMS OF THE COURSE

The Pearson Edexcel International GCSE in French is designed for use in schools. It is part of a suite of International GCSE qualifications offered by Pearson. The qualification is designed primarily for students who are studying French in order to enhance their future education or employment prospects. Achievement is broadly equivalent to Levels A2 and B1 of the CEFR. Students at this level are expected to understand the main points of familiar matters regularly encountered in work, school, leisure, etc., and can deal with most situations likely to arise while traveling in an area where the language is spoken. They can produce simple, connected text on topics that are familiar or of personal interest, and can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans. Students will be expected to communicate formally and informally in a range of contexts, and to understand a wide range of texts and styles. The aim of the qualification is to test French language competence through realistic and contextualised tasks based on authentic texts. Speaking, listening, reading, and writing skills are tested through three examination papers.

## SUBJECT CONTENT

### Topic A

Home and abroad (life in town and rural life, holidays, tourist information, and directions, services in your area\*, customs and traditions, everyday life and communities).

### Topic B

Education and employment (school life and routine, school rules and pressures, school trips and events, work and volunteering, and future plans).

### Topic C

Personal life and relationships (house and home, daily routines and helping at home, role models\*, relationships with family and friends, and childhood\*).

### Topic D

The world around us (environmental issues, weather and climate\*, travel and transport, the media, information and communication technology).

### Topic E

Social activities, fitness and health (special occasions, hobbies, interests, sports, and exercise, shopping and money, accidents, injuries, and illnesses\*, and food and drink).

*\*Sub-topics A3, C3, C5, D2 and E4 will not be assessed*

## SKILLS DEVELOPED THROUGH THE COURSE

Students should be competent in the following areas by the end of their GCSE course:

- Communication strategies in both understanding (reading and listening) and those that relate to production (speaking and writing)
- Understanding the spoken word: questions, requests, conversations; announcements, radio, TV
- Understanding the written word: signs, notices, labels, instructions Timetables, programmes, advertisements, messages, cards, letters, books -
- Initiating a conversation, to ask questions as well as to reply, to request and give information, explanations and opinions.

## ASSESSMENTS & EXAMINATIONS

### Paper 1

Listening The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. Students will be awarded a maximum of 40 marks. This paper will consist of seven tasks, each based around a single recorded text. Students may not bring a dictionary into the examination room.

### Paper 2

Reading and Writing The reading and writing examination lasts 1 hour and 45 minutes and is worth 50% of the qualification. Students will be awarded a maximum of 80 marks. The paper is divided into two sections: reading and writing and grammar. The first section will consist of five tasks, each based on a collection of short texts or a longer single text. The second section will consist of two writing tasks and a grammar-based task.

### Paper 3

Speaking The examination is made up of three tasks (A, B and C). The tasks must be conducted in consecutive order. The total assessment time is 8–10 minutes. Students are assessed on the quality of responses, so the length of tasks is representative of their relative demand. Assessment times for the tasks are as follows: • Task A: 2 to 3 minutes • Task B: 3 to 3 minutes 30 seconds • Task C: 3 to 3 minutes 30 seconds. Task C should continue without a pause or interruption from Task B. Tasks B and C should not exceed 7 minutes. Excess candidate material will not be assessed.

## SUGGESTED READING /ACTIVITIES

Online resources: TV5 French; Lyrics Training; Languages Online. Watching films and series, listening to the radio, as well as reading books and magazines in French.

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

A foreign language skill not only brings practical benefits of enabling you to communicate more freely with people, it also allows you to appreciate other cultures; language being the window into the ideas and experiences of a nation. Those who can speak and write more than one language are the ones in demand in an employment market where people work for international companies, work with foreign nationals and work and live in other countries. As one of the key skills recognised by employers, good communicators are in demand in management, commerce, public relations, the media, marketing, advertising, and finance. Modern Language graduates enjoy one of the highest employment rates in an increasingly competitive job market.

## AIMS OF THE COURSE

To enable students to develop an understanding of location on a local, regional and global scale. To gain awareness of the characteristics, distribution and processes affecting contrasting physical and human environments. To understand the ways in which people interact with each other and with their environment. To be aware of the contrasting opportunities and constraints presented by different environments. To have an appreciation of and concern for the environment. To have an appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

## SUBJECT CONTENT

The syllabus is divided into three themes, each with a range of topics which develop students 'sense of place' and understanding of natural and human environments. Students are required to develop knowledge of a broad range of case studies to illustrate the individual themes.

### Theme 1

Population and settlement: population dynamics; migration; population structure; population density & distribution; settlements (rural & urban) and service provision; urban settlements; and urbanisation.

### Theme 2

The natural environment: earthquakes & volcanoes; rivers; coasts; weather; climate & natural vegetation.

### Theme 3

Economic development: development; food production; industry; tourism; energy; water; environmental risks of economic development.

## SKILLS DEVELOPED THROUGH THE COURSE

Students will be taught how to be analytical and confident thinkers in a variety of familiar and more challenging situations. They will learn to accurately produce and interpret a variety of graph types, describing and explaining patterns and referring to geographical concepts and processes. Students will interpret a range of maps, to gain an understanding of place at a local, regional and global scale. The development of mathematical skills will include averages, decimals, fractions, percentages and ratios. Key communication skills will be practiced, including short and developed written responses through to group and individual presentations. Students will develop independent learning skills through devising a geographical investigation: choosing hypothesis, devising methodologies; understanding sampling techniques, appropriately presenting findings and analysing results. Students are encouraged to be confident, reflective, innovative, engaged and independent learners.

## ASSESSMENTS & EXAMINATIONS

There are three Assessment Objectives to this qualification and each has a different weighting:

AO1 Knowledge & Understanding (30%)

AO2 Skills & Analysis (52%)

AO3 Judgment & Decision making (18%).

Students will sit two exams and produce a piece of coursework:

### Paper 1

Geographical Themes, 45%. 1hour 45minutes.

Candidates answer three questions (75 marks in total).

### Paper 2

Geographical Skills, 27.5%. 1hour 30minutes.

Candidates answer all questions (60 marks in total).

### Component 3

Coursework, 27.5%.

Candidates complete a coursework investigation of up to 2000 words this is internally assessed. The assignment can be based on physical or human geography, or a combination of both. Students will collect data for an identified issue, which they will then present and analyse before drawing conclusions and evaluating their work.

*[NB an alternative to Coursework is Paper 4, which is an externally assessed 1hour 30minute exam. This tests candidates understanding of the coursework process, including: formulating aims & hypothesis; collecting, presenting and analysing data; and drawing conclusions.]*

## AIMS OF THE COURSE

History GCSE is designed to ensure a broad and comparable course. Its structure embeds the requirement to study history across three eras, three time scales and three geographical contexts. The two papers will allow pupils to gain an understanding of the modern world and how events over the last century have shaped the world they live in. The Modern World paper will include a period study, which is based upon an unfolding narrative of two substantial and related developments and offers students the opportunity to study a country during a period of turbulence. The wider world depth study will encourage pupils to be deepen their understanding of different, but complimentary aspects of the modern world. The study seeks to show how and why conflict occurred, and why it proved difficult to resolve immediate issues which resulted from it. This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation.

## SUBJECT CONTENT

### Paper 1

Understanding the Modern World': Germany, 1890-1945: Democracy and Dictatorship and Conflict and tension, 1918-1939.

### Paper 2

'Shaping the Nation': Britain: Health and the people: c1000 to the present day.

## SKILLS DEVELOPED THROUGH THE COURSE

Students will:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of source in their historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

## ASSESSMENTS & EXAMINATIONS

The History course is linear, as such, all units are examined in year 11.

### Paper 1

Understanding of the Modern World. Written exam: 1 hour 45 minutes. 50% of GCSE

### Paper 2

Shaping the nation. Written exam: 1 hour 45 minutes. 50% of GCSE

## SUGGESTED READING /ACTIVITIES

Both the BBC History and Imperial War Museum websites offer excellent overviews of the topics studied. In addition, the Spartacus Educational website is a useful reference point. To encourage independent learning and stimulate critical thinking a number of relevant podcasts can be found on the BBC4 podcast: In Our Time, presented by Melvyn Bragg.

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

History should be studied due to a passion for learning about events and people in the past. However, it also teaches valuable transferable skills, meaning that those with History at A Level and Degree level are highly regarded by employers. Many students who study History at A Level go on to study research-based degrees, including History, Politics, Economics, Law and Journalism, which all require the candidate to formulate an argument, essay or speech using wide-ranging evidence. However, History is also highly regarded in Science and many students go on to study Medicine.

## AIMS OF THE COURSE

To develop knowledge, understanding, skills and appreciation of music through performing, composing and appraising.

## SUBJECT CONTENT

Students produce both a solo and ensemble performance. Performances may be on any instrument and in any style, with the teacher guiding the student in their choice of music. Students also produce two compositions; one free composition set by the student and one composition to a brief set by the exam board. They may compose their pieces using music technology software such as GarageBand, Logic Pro, MuseScore or Sibelius notation software.

Through the study of music across a variety of styles and genres, including the study of eight set works, students will have the opportunity to develop their listening and appraising skills. They will learn to engage critically and creatively with music, developing an understanding of the place of music in different cultures and contexts.

## SKILLS DEVELOPED THROUGH THE COURSE

Students develop their musicianship skills, including performing individually and as a part of a group, composing and making evaluative judgements about pieces of music. Studying music also equips students with a range of qualities and transferable skills that are of significant value to higher education institutions and future employers, including:

- Creativity and innovation
- ICT literacy
- Critical thinking and problem solving
- Communication and collaboration
- Self-motivation and dedication

## ASSESSMENTS & EXAMINATIONS

### Component 1

Performing (coursework)[30%]  
Students produce two performances of at least four minutes' combined duration, including: a solo performance and an ensemble performance.

### Component 2

Composing (coursework)[30%]  
Students produce two compositions of at least three minutes' combined duration, including :a free composition and a set-brief composition.

### Component 3

Appraising (written examination) [40%]- During an examination lasting 1 hour and 45 minutes, students listen and respond to questions on both familiar and unfamiliar extracts of music.

## SUGGESTED READING /ACTIVITIES

Students should aim to play an instrument or sing to a Grade 3 standard (or equivalent) upon embarking on the course. Due to the theoretical aspect of the Appraising component, it is expected that students will have a sound understanding of staff notation. GCSE music students are expected to be actively involved in the wider musical life of the school, including termly concerts and performances.

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

Students who wish to study music at GCSE 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 A Level and beyond and can lead to careers in performance, composition and the production of music. 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.





## AIMS OF THE COURSE

GCSE photography will teach students to look at the world in a creative way. This course will enable students to construct photographic images so that they contain high visual appeal and visual communication.

## SUBJECT CONTENT

Students will explore, acquire and develop skills, knowledge and understanding through the application of traditional and digital techniques and processes. Students will explore practical and relevant critical and contextual sources such as the work of historical and contemporary photographers and the different purposes, intentions and functions of photography as appropriate to their own work.

## SKILLS DEVELOPED THROUGH THE COURSE

Students will demonstrate the ability to work creatively with processes and techniques such as: photograms, pin hole cameras, digital processes, time-lapse photography, stop-frame animation, installation, film, video, animation, photomontage, digital manipulation of images.

Students would first start the year by doing image analysis on photographers' works. Following this we would build up their technical understanding through a range of small projects, covering various areas of photography: Mobile, ISO/fstop/ Shutter speed, darkroom, portrait, macro, fast & slow shutter speeds, natural and studio lighting, Photoshop etc. Each of these mini projects will include: photographer research, image analysis, photo shoots, contact sheets, development of ideas, final edits etc

## ASSESSMENTS & EXAMINATIONS

Coursework portfolio is 60% this is based around a theme, completed in school and prep time. Working to this theme, students will demonstrate their skills in a wide range of media. The remainder 40% is an Externally Set Task which will be completed in year 11, students will be given a choice of starting points set by OCR. They will then begin another body of work, which concludes with a ten hour exam where they work on a final piece.

## SUGGESTED READING /ACTIVITIES

Visit Photographers Gallery & Gibraltar Photographic Societies websites. Visit other photographic specific websites & familiarise yourself with The National Geographic Photography Competition. Start to take photographs and look for opportunities to take a great image; focus on a theme, for example portraits. Aim to capture as much details as possible then manipulate with these on Photoshop.

We would recommend investing in a DSLR camera, the following are all suitable cameras ranging from 300-900 GBP. Please note it is not essential to purchase a new camera as we have 2 in school. Canon 1300D Canon 750D Canon 800D Canon 7D Mark II

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

The world is filled with computers and other portable electronic devices, photography is an exciting medium which can be used in many different ways. Almost all businesses have an online presence, with online advertising increasing by the day. The demand for web designers, app designers, software designers, graphic designers, digital illustrators, multimedia artists, video producers, online publishers, animation artists, game designers and many other digital careers is undergoing unprecedented growth.

The transferable skills you can gain when studying photography can be hugely relevant in the world of work; decision making, digital understanding, communication, self-confidence, presentation, collaboration, self analysis, research and marketing skills are all essential elements covered in this course.

## AIMS OF THE COURSE

- To develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- To understand how the physiological and psychological state effects performance in physical activity and sport. To perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- To develop ability to analyse and evaluate to improve performance in physical activity and sport.
- To understand the contribution that physical activity and sport make to health, fitness and well-being.
- To understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

## SUBJECT CONTENT

- Fitness and Body Systems
- Health and Performance
- Practical Performance
- Personal Exercise Performance (PEP)

## SKILLS DEVELOPED THROUGH THE COURSE

Students will learn about the body systems and the way in which they function simultaneously to achieve an outcome. In particular, they will relate this to sporting actions and reflect on the benefits of health and fitness to achieve sporting success.

## ASSESSMENTS & EXAMINATIONS

Fitness and Body Systems (1PE0/01) 1 hour 45 minutes written examination 36% of the qualification

Health and Performance (1PE0/02) 1 hour 15 minutes written examination 24% of the qualification

Practical Performance (1PE0/03) Three practical activities 30% of the qualification

Personal Exercise Programme (PEP) (1PE0/04) Coursework 10% of the qualification

## RELEVANCE OF THE SUBJECT OR CAREER OPPORTUNITIES IF STUDIED AT A HIGHER LEVEL

Students can progress from this qualification to:

- Further study of physical education at AS and A Level
- Vocational courses such as BTEC Nationals in Sport and Sports & Exercise Sciences
- Apprenticeships and other training
- Employment in a related sector such as Physiotherapy, Sports Medicine, Sports Psychology, and Physiology.

## AIMS OF THE COURSE

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

- Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry
- Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- Understand how psychological research is conducted, including the role of scientific method and data analysis
- Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- Develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- Develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

## SUBJECT CONTENT

Throughout the course, students study various psychological ideas, processes, techniques and procedures within the following topics:

- Criminal psychology
- Memory
- Psychological problems
- Sleep and dreaming
- The brain and neuropsychology
- Development
- Social Influence
- Research Methods

In each component, students study two core studies, through which they develop knowledge and understanding of the five core areas of psychology:

- Biological
- Cognitive
- Social
- Developmental
- Individual Differences

Each component also includes a section on research methods.

## SKILLS DEVELOPED THROUGH THE COURSE

Students will gain knowledge and understanding of key features of the following core areas of psychology:

- Biological – an understanding of biological concepts in psychology, including neuroscience and genetics as contributors to behaviour
- Cognitive – an understanding of thought, information and mental processing as contributors to behaviour
- Social – an understanding of the social area of psychology, the impact of social and environmental factors on behaviour and the influence of groups
- Developmental – an understanding of how individuals change throughout their lives, with a particular focus on childhood and how both nature and nurture can affect individuals
- Individual differences – an understanding of the complex nature of human behaviour and experiences and why and how people are different.

## ASSESSMENTS & EXAMINATIONS

Studies and applications in psychology  
1 - 1 hour and 20 minutes (50%)

Studies and applications in psychology  
2 - 1 hour and 30 minutes (50%)

## SUGGESTED READING /ACTIVITIES

There are plenty of introductory books to Psychology, such as 'Psychology' by (S. Ciccarelli and G. Meyer), 'Introduction to Psychology' (R. Barron), 'Psychology introduction' (S. K. Mangal). Reading magazines like 'The Scientist' or 'The Psychologist' is useful to keep up to date on a range of topics. Finally, there is a wide variety of YouTube channels dedicated to Psychology, such as 'Practical Psychology', Kati Morton's channel, 'Psych2Go', 'SciShow Psych', etc



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