

JANUARY 2023

# GCSE

## CURRICULUM, OPTIONS & ENRICHMENT BOOKLET

### 2023-2025



Portland Place School

# Welcome to the Options Booklet

This booklet is designed to inform Year 9 students, and their parents about subjects available for GCSEs.

The expectation is that students will study for final award in nine GCSE subjects with English Language, English Literature, Mathematics and one of our two science options (described on page 5) being mandatory. Students will then have either two or three free choices.

Advice from admissions tutors and many further education institutions stresses that students with fewer high grades at GCSE, and a rich portfolio of extra-curricular activities, are viewed more favourably than students with a greater number of GCSEs but a lower average grade. Most entry requirements to Sixth Form colleges focus on quality of grade attained over the quantity studied.

## GCSE Core Curriculum

All students must study a core GCSE curriculum which includes English (taught in combined language and literature lessons), Mathematics and Combined Science Trilogy (“double Science”) or all of GCSE Biology, GCSE Chemistry and GCSE Physics (“triple Science”).

Core PE lessons, similar to PE in the lower school, continue to be taught to all students and all students will receive advice through their PSHE lessons that cover careers options, and personal, health and social education.

## Selecting GCSE Options

In addition to the core curriculum described above, students choose up to three option subjects to take at GCSE. This means selecting from the current subjects studied in Year 9 along with: Business Studies, Economics, Media Studies.

## Suggested Pathways

There will be a few students who will take additional GCSE’s to the selection described, this might be through a number of routes: taking a GCSE in a ‘home’ language – see page 3; taking a GCSE early, usually maths; or some other configuration of specialist study/interest. In these cases families should contact the Deputy Head and arrange a conversation to discuss the management of their KS4 timetable.

## Non-Examined Assessment (NEA’s)

A reduced number of GCSE courses involve some Non-Examined Assessment, mainly arts subjects. This can involve a variety of tasks that measure subject-specific knowledge and skills but cannot be tested by timed written papers. Non-Examined Assessments are often completed in controlled conditions, or as coursework, in advance of the final examinations. This can take place at various times across Years 10 and 11 and is assessed by teachers and moderated by the examination board. Details of the requirements for Non-Examined Assessment in each subject are shown on individual subject pages.

## Home Languages

Students are also encouraged to take an extra GCSE if you speak another language at home. You will have to meet a certain level of proficiency in the spoken and written aspects. Every year, we enter students for a range of examinations including Russian, Arabic, Mandarin, Portuguese, Japanese and German. Please liaise with Mr Lalonde, Head of MFL should you have any inquiries.

## Support

In the run-up to the choices deadline, students will be given time to explore their future subject choices. As well as the options evening, a dedicated Firefly page provides an opportunity for parents and students to investigate GCSE courses and discuss options with teaching staff. We discourage students in making a subject choice based on that of their peers, or in the hope of being taught by a particular teacher. Staffing and classes may be subject to change.

## Striving for Excellence at GCSE

GCSEs require students to be independent learners. There is much less coursework in GCSEs than previously, and a greater emphasis on the final exams, so it is important that students begin the preparation for GCSEs early. During the summer holidays of Year 9 students will be given access to extensive material online that will help prepare them for their chosen subjects areas. We are grateful for parental support in ensuring students come prepared to their new subject choices in September of Year 10.

## Enrichment

Wednesday afternoons will continue to be dedicated to Enrichment Activities. Students can pick from a menu of activities which will include sports, science, arts, technical and artistic opportunities. Students in Years 10 and 11 will also cover topics such as communication skills, CV writing, entrepreneurship, interpersonal skills, and tax and income, as well as focusing on employment topics like employability, discrimination, and communication skills.

We strongly recommend that students are involved in one of the following programmes:

- **Duke of Edinburgh Programme**

The Duke of Edinburgh's Bronze Award programme is available to Year 9 students. Those who have completed the Bronze Award will have the opportunity to pursue the Silver Award in Year 10. The Awards give students the opportunity to take part in a Skill, Physical Activity and Volunteering placement for 3 to 6 months as well as undertaking overnight expeditions. The Awards are internationally recognised and provide a fantastic opportunity for students to develop skills, confidence and self-esteem.

- **PPS Strive Programme**

As students move into Key Stage 4 they begin to develop and foster a range of skills which will be invaluable to them as they progress academically, such as analysis, hypothesis, argument and judgement. Alongside this, they will also be becoming more independent, reflective and aspirational, not only as learners, but also as individuals in their own right. Some of the topics and issues may be entirely new to them, or there may be those they want to explore further. The aim of this is to stimulate curiosity in their chosen subjects, engage and enthuse on new topics, foster independent learning skills, providing them with a foundation of knowledge and understanding before beginning in September.

## Extended Project Qualification (Level 2)

The AQA Level 2 Extended Project Qualification (EPQ) requires students to devise a project which can either be a 2000 word essay or artefact\* accompanied by a 500 word analysis report, in which they hone and develop their time-management, research and problem-solving skills. Students also have to deliver a presentation at the end of the course where they review their projects. This, naturally, develops oral skills and confidence. The EPQ is worth half a GCSE.

Research, time-management and writing skills are taught at the start of the course before students move onto exploring and discussing their project titles. Reviews are held throughout the project to ensure students are managing the pressures of the course. The value of the skills gained is clearly self-evident: prized by employers, colleges and universities alike. The EPQ shows initiative, enthusiasm and a 'can do' approach to learning.

This course which moves away from conventional, teacher-led education and instead places the onus of learning directly on the student, reflecting a style of education akin to university level learning. Instead of classes, students have a supervisor, which they meet with on a one-to-one basis weekly. Students genuinely view the EPQ as a breath of fresh air.

*\*This can include: presentations, exhibitions, painting, drawings, fashion shows, etc.*

## Careers and Post-16 Choices

During Year 10 and Year 11 students will be given advice about careers, post-16 subject choices and pathways to university and higher education. At Portland Place there is a dedicated team of people who will advise you on what's best for you. As well as external advisers and speakers, your Head of Year and Form Tutor will work with you to advise the most appropriate courses linked to interest, future careers and previous and potential academic levels. Each student is given individual support to ensure they apply for the right school or college after Portland Place. Students will have access to the following:

- COA (Cambridge Occupational Analysts) programme which will tell you what your academic and creative strengths are and will guide you towards sixth form and career choices
- Unifrog an organisation and website which can help you to plan out your post-16 pathway
- An 'Introduction to Sixth Form' evening to launch the process of choosing A level subjects and post-16 destinations
- Visits to sixth form colleges

## Options Choices

### Compulsory choices

**GCSE** choices of:

- Maths
- English (Language & Literature)
  
- Combined science (trilogy) (worth 2 GCSEs)

OR

- 3 separate science choices (GCSE in each of Biology, Chemistry, Physics)

### Student support choices

- Link
- EAL

These choices are subject to SENDCO, EAL coordinator and Deputy Head approval.

### Option choices

**2 or 3\*** from:

- Art
- Business
- Computer Science
- Design
- Drama
- Economics
- French
- Geography
- History
- Media Studies
- Music\*\*
- Physical Education\*\*
- Spanish

### **Additional Info**

- Triple award science counts for 2 GCSE final grades and leaves 3 options free, students who choose all three science subjects as separate GCSE's have 2 remaining options
- Students accessing a support option of Link or EAL should know this takes the place of a curricular choice

\*\*PE and Music are subject to sporting or musical ability and a choice of either needs to be approved by the head of department

### **Submission of Choices**

Please complete the form linked below to submit the choices for your child

### [PPS Options Submission Form](https://forms.gle/oZ2nncnPjDXJTCFQ9)

<https://forms.gle/oZ2nncnPjDXJTCFQ9>

**Deadline Friday 10<sup>th</sup> Feb**

Every attempt is made to accommodate each students first choices; however, in the event that this is not possible or if a course does not run due to lack of numbers we would contact the student to discuss their reserve preference. We do not operate a first come first served policy with option choices, although applications received after the deadline may lead to difficulties in allocating the desired courses. Parents will receive confirmation of their child's subject choices as soon as reasonably possible and before the end of the summer term.



## LINK

The LINK provision starts with establishing a clear understanding of each student's strengths and challenges. We find out how they learn most effectively, and work with them from this point equipping them with skills and strategies to help them achieve their highest potential, focusing on students' growth of self-esteem, independent thinking, equipping them with the tools they need to succeed across the curriculum.



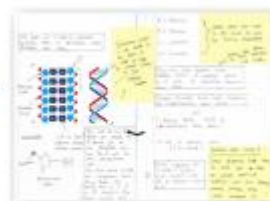
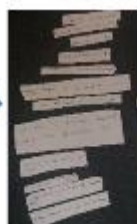
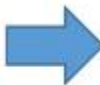
Students are offered three lessons a week, providing them the opportunity to be part of a multisensory environment that promotes reflective learning. This provides students with an opportunity to engage with learning in a low- risk environment.

We work in collaboration with other departments in the school to ensure we equip our students with the key skills and strategies they need across the subject range with the main emphasis on skills and strategies for reading, writing, numeracy and revision. In parallel with that, we encourage students using assistive technology such as laptops, reading pens, speech to text software and educational apps as part of their learning. A flavour of what we do:

- teach how to link new information with prior knowledge through drawing, concept mapping, writing and verbal reflection
- teach skills such as skimming, scanning and close reading, and the creation of mind maps, diagrams and flowcharts
- teach academic writing: planning, drafting and editing skills
- explore metacognition - helping students to learn more about how they learn
- prepare and set individual goals
- explore revision techniques to consolidate learning
- teach independent organisation skills
- teach exam skills and techniques
- offer the use of assistive technology practice (reading pen, laptops, i-pads, text to speech software)



We help students to improve their literacy skills through a range of multisensory activities, such as this creative writing session that resulted in a group poem and included signing, cutting and swapping around, maths skills and a final performance.



# EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)

At Portland Place School we celebrate the diversity of different languages, cultures and religions represented by our students and their families. We encourage the students to be proud of their identity and language skills, have a Growth Mindset and achieve their full potential. Our EAL students are offered three lessons a week in small group settings, giving them the opportunity to be part of a multisensory environment that promotes reflective learning. There is constant collaboration between EAL and the other departments in the school to ensure we equip our students with the key skills and personalised strategies they need across the curriculum. The learning is bespoke, and the main emphasis is on skills for speaking, listening, reading, writing and numeracy. In addition, we thoroughly encourage our students to use assistive technology such as iPads and laptops as part of their learning.



In the EAL lessons, the students:

- develop literacy and numeracy skills
- practise skimming, scanning and close reading
- build resilience and a positive mindset to enable them to achieve highly
- learn how to create mind maps and diagrams
- improve their exam skills and techniques
- use discussion as preparation for writing and reading
- learn how to plan, draft and edit their work through specific and personalised feedback

# ENGLISH LANGUAGE



Examination Board: AQA

Head of Department: Jaimie Wolfe Murray -  
[jaimie.wolfemurray@portland-place.co.uk](mailto:jaimie.wolfemurray@portland-place.co.uk)

As a core subject, English Language develops essential and transferable skills, useful in many careers as well as everyday life. During the course, students will learn the basics of a complex and intricate language and will feel more confident in using it in speech, reading and writing. To learn the rules of spelling, punctuation and grammar, and to construct an effective sentence on a page is a special craft. Employers say that one of the most valuable things they look for in the people who work for them is [good communication skills](#) and this means writing and presentation as well as speech.

Throughout Years 10-11, students follow the AQA syllabus. All students will study GCSE English Language, which includes the study of literary and non-fiction texts from the 19th-21st centuries and tests students on comprehension, analytical, evaluative and writing skills.

## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
<b>Paper 1:</b> Explorations in Creative Writing	<b>Section A: Reading</b> – One literature fiction text <b>Section B: Writing</b> – Descriptive or narrative writing; 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	<ul style="list-style-type: none"><li>• Written exam</li><li>• 1 hr 45 mins</li><li>• 80 marks</li><li>• 50% of GCSE</li></ul>
<b>Paper 2:</b> Writers' Viewpoints and Perspectives	<b>Section A: Reading</b> – One non-fiction text and one literary non-fiction text <b>Section B: Writing</b> – Writing to present a viewpoint	<ul style="list-style-type: none"><li>• Written exam</li><li>• 1 hr 45 mins</li><li>• 80 marks</li><li>• 50% of GCSE</li></ul>
Spoken Language	Presenting Responding to questions and feedback Use of Standard English	<ul style="list-style-type: none"><li>• Non-examined assessment</li><li>• Assessed and marked by teacher throughout course</li><li>• Separate endorsement</li><li>• 0% weighting of GCSE</li></ul>



# ENGLISH LITERATURE



**Examination Board:** AQA

**Head of Department:** Jaimie Wolfe Murray -  
[jaimie.wolfemurray@portland-place.co.uk](mailto:jaimie.wolfemurray@portland-place.co.uk)

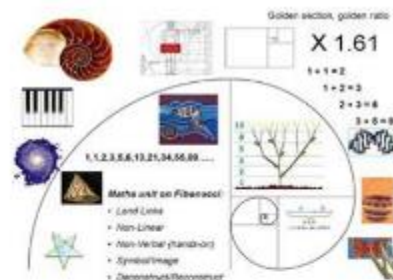
Not only does English Literature provide the opportunity to read a variety of texts and broaden your repertoire, both from the canon as well as more modern texts, this course will also help to sharpen your analytical skills. If you can explore and dissect an extract and connect it to other texts, theories, and historical events, you are showing that you can handle complex ideas, search for patterns and interpret information in a wider context.

You will also develop planning and research skills as well as gain knowledge of history, culture, philosophy and even human behaviour. English Literature requires students to analyse an anthology of poetry, a Shakespeare play, a classic English prose text and a modern play. We hope this rigorous course will inspire you to find genres, authors, texts and issues that appeal to your own personal interests and ignites a love for literature that exists beyond the classroom.

## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
<b>Paper 1:</b> Shakespeare and the 19 <sup>th</sup> century novel	<b>Section A Shakespeare:</b> students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.  <b>Section B The 19<sup>th</sup>-century novel:</b> students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the <u>novel as a whole</u> .	<ul style="list-style-type: none"><li>• Written exam</li><li>• 1 hr 45 mins</li><li>• 64 marks</li><li>• 40% of GCSE</li></ul>
<b>Paper 2:</b> Modern Texts and Poetry	<b>Section A Modern texts:</b> students will answer one essay question from a choice of two on their studied modern prose or drama text.  <b>Section B Poetry:</b> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.  <b>Section C Unseen poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.	<ul style="list-style-type: none"><li>• Written exam</li><li>• 2 hr 15 mins</li><li>• 96 marks</li><li>• 60% of GCSE</li></ul>

# MATHEMATICS



**Examination Board:** Edexcel

**Head of Department:** Tarique Tomlinson –  
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All pupils continue their mathematical studies throughout Years 10 and 11, leading to the GCSE examination at Foundation or Higher level. The Mathematics GCSE course aims to enable pupils to develop:

- The necessary skills to cope with everyday practical situations, life at work and to take an active role as citizens in our society
- The ability to reason logically, to classify, to generalise and to test and prove a hypothesis
- The ability to solve problems, present the solutions clearly, check and interpret the results
- A feel for numbers, the ability to carry out calculations and to understand the significance of the results obtained
- A positive attitude to mathematics, including confidence, enjoyment and perseverance
- The ability to produce and appreciate imaginative and creative work arising from mathematical ideas
- A willingness and ability to work independently and co-operatively

Students will have started the GCSE course already in Year 9. Through pupil progression, teacher assessment throughout the course and the mock examination results in Year 11, students will be assisted in deciding which tier (Foundation/Higher) to sit for the final exam. All papers are taken at the same tier.

## Course Outline and Assessment Information

Content (Foundation 5-1)	Content (Higher 9-4)	Assessment (Foundation 5-1 Higher 9-4)
Unit 1 Number Unit 2 Algebra Unit 3 Graphs, tables and charts Unit 4 Fractions and percentages Unit 5 Equations, inequalities and sequences Unit 6 Angles Unit 7 Averages and range Unit 8 Perimeter, area and volume 1 Unit 9 Graphs Unit 10 Transformations Unit 11 Ratio and proportion Unit 12 Right-angled triangles Unit 13 Probability Unit 14 Multiplicative reasoning Unit 15 Constructions, loci and bearings Unit 16 Quadratic equations and graphs Unit 17 Perimeter, area and volume Unit 18 Fractions, indices and standard form Unit 19 Congruence, similarity and vectors Unit 20 More algebra	Unit 1 Number Unit 2 Algebra Unit 3 Interpreting and representing data Unit 4 Fractions, ratio and proportion Unit 5 Angles and trigonometry Unit 6 Graphs Unit 7 Area and volume Unit 8 Transformation and constructions Unit 9 Equations and inequalities Unit 10 Probability Unit 11 Multiplicative reasoning Unit 12 Similarly and congruence Unit 13 More trigonometry Unit 14 Further statistics Unit 15 Equations and graphs Unit 16 Circle theorems Unit 17 More algebra Unit 18 Vectors and geometric proof Unit 19 Proportion and graphs	Paper 1 – (Non-Calculator) 90 mins 80 marks 33.3% weighting  Paper 2 - (Calculator) 90 mins 80 marks 33.3% weighting  Paper 3 - (Calculator) 90 mins 80 marks 33.3% weighting

# MATHEMATICS CONTINUED

For our most able and keen mathematicians we offer GCSE Statistics (Edexcel) and Additional Mathematics (OCR) alongside the Mathematics GCSE course. Extra support is offered after school, but a lot of independent work is needed for this.

Doing the GCSE Statistics course helps broaden students' knowledge in a key component of the subject, that is relevant to everyday life. It develops a core statistical grounding which help for the Mathematics GCSE course and as they start A level Mathematics. It also helps the students develop transferable skills and understanding that is applicable to a range of other subjects. Students can work towards completing the course and sitting the exams either by the end of Year 10 or Year 11, depending on the pace they prefer.

In Year 11, students have the option to start the Additional Mathematics course, which provides an introduction to the subject at that level, with the possibility of subsequent, accelerated progress into AS and A Level Further Mathematics.

**The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Statistics** consists of two externally-examined papers.

<b>Paper 1 (Paper code 1STO/1H)</b>	<b>Paper 2 (Paper code 1STO/2H)</b>
Written examination: 90 minutes 50% of qualification 80 marks	Written examination: 90 minutes 50% of qualification 80 marks
Content overview <ul style="list-style-type: none"> <li>• The collection of data</li> <li>• Processing, representing and analysing data</li> <li>• Probability</li> </ul>	Content overview <ul style="list-style-type: none"> <li>• The collection of data</li> <li>• Processing, representing and analysing data</li> <li>• Probability</li> </ul>

## OCR's Level 3 FSMQ: Additional Maths (6993)

<b>Content overview</b>	<b>Assessment Overview</b>	
The single paper will assess content covering: <ul style="list-style-type: none"> <li>• Algebra</li> <li>• Enumeration</li> <li>• Coordinate Geometry</li> <li>• Pythagoras and Trigonometry</li> <li>• Calculus</li> <li>• Numerical methods</li> <li>• Exponentials and Logarithms</li> </ul>	Paper 1 100 marks 2 hours Written paper Calculators permitted	100% of total FSMQ

# ART

**Examination Board:** AQA

**Head of Department:** Lucy Dever [lucy.dever@portland-place.co.uk](mailto:lucy.dever@portland-place.co.uk)

*"Logic will take you from A to B. Imagination will take you everywhere."* **Albert Einstein**

In today's fast paced, challenging and changing world Art is becoming an increasingly excellent choice for study. In addition to the more traditional roles, the digital and multimedia industries are continuing to expand at an unprecedented rate along with the demand for creative web designers, app designers, software designers, graphic designers, digital illustrators, multimedia artists, video producers, online publishers, animation artists and game designers. It is, more than ever before, a distinct advantage to be a multi-skilled, well rounded, imaginative individual with the ability to think creatively and independently.

Our passionate, committed staff combine the best of the old and new: a core of traditional, hard won craft skills that have stood the test of time with an ever increasing range of creative media use that reflect the shifting and vibrant nature of our subject in the modern world.

## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
Portfolio	A portfolio that includes a broad variety of work in different media and one sustained project evidencing the research, development and refinement of an idea followed by the creation of a final piece.	Non-examined Assessment No time limit 60% of GCSE
Externally Set Assignment	Students respond to their chosen starting point from an externally set assignment paper. They produce a project and a final piece or pieces based on their investigations.	Project preparation time- January to May Final piece produced in 10 hrs of supervised time 40% of GCSE





# COMPUTER SCIENCE

**Examination Board:** OCR

**Lead teacher:** Jamie Whiteside [jamie.whiteside@portland-place.co.uk](mailto:jamie.whiteside@portland-place.co.uk)

If you are interested in learning the science behind the incredible and magical world of digital computers; if you are into creating your own piece of software or app by coding in a popular programming language; if you are interested in getting involved with deciphering secret intelligence messages and planning to become a cyber security specialist; if you would like to learn about robots and artificial intelligence; finally if you are interested in solving day to day life's problems, then computer science is the right subject for you.



## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9 - 1)
<b>Computer Systems</b>	<ul style="list-style-type: none"><li>• Systems architecture</li><li>• Memory and Storage</li><li>• Computer networks, connections, and protocols</li><li>• Network Security</li><li>• Systems software</li><li>• Ethical, legal, cultural, and environmental impacts of digital technology</li></ul>	<b>Paper 1</b> <ul style="list-style-type: none"><li>• Written exam</li><li>• 1 hr 30 mins</li><li>• 50%</li><li>• 80 marks</li><li>• Short answer and structured questions</li><li>• All questions are compulsory</li><li>• No calculators are permitted</li><li>• Externally assessed</li></ul>
<b>Computational thinking, algorithms, and programming</b>	<ul style="list-style-type: none"><li>• Algorithms</li><li>• Programming fundamentals</li><li>• Producing robust programs</li><li>• Boolean logic</li><li>• Programming languages and Integrated Development Environments</li></ul>	<b>Paper 2</b> <ul style="list-style-type: none"><li>• Written exam</li><li>• 1 hr 30 mins</li><li>• 50%</li><li>• 80 marks</li><li>• All questions are compulsory</li><li>• No calculators are permitted</li><li>• Externally assessed</li></ul>



# GEOGRAPHY

**Lead teacher:** Lou Lou O’Leary [louise.oleary@portland-place.co.uk](mailto:louise.oleary@portland-place.co.uk)

Geography is one of the most relevant and valued subjects in the curriculum. Highly academic in nature, Geography is categorised as an ‘facilitating’ subject by the Russell Group, which means that it is accepted in application for undergraduate courses regardless of the discipline. In addition, Geography graduates are highly sought after as embedded across the Geography discipline is an array of highly desirable skills such as: research; critical thinking; decision making; report writing; statistics and use of technology.



Geography at PPS is a popular and ambitious subject across all Key Stages. PPS Geographers are expected to gain a detailed understanding of contemporary global and local issues. They are required to be able to research; select; analyse; apply (and recall!) detailed statistics with reference to place. PPS Geography is highly competitive, and the outlook is that all GCSE Geographers are arming themselves with the skills and knowledge to attain their highest potential grade.

The Geography GCSE course is contemporary and engaging and PPS Geographers are brave and independent in their approach. A significant component of the lessons is research (including watching feature films and documentaries and following relevant influencers); collaboration and discussion – alongside extended writing. Literacy and high-level written communication are an essential element of the Geographer’s toolbox. However, this should not deter our neurodiverse students as all lessons are adapted to accommodate each learning style through the combined use of BYOD; printed notes for annotation and a flexible approach to learning media. All lessons are taught in the ‘Harkness style’ and PPS no Geographer will be left behind!

## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
<b>Living with the Physical Environment</b>	<ul style="list-style-type: none"><li>• The challenge of natural hazards (tectonic hazards, tropical storms, extreme weather in the UK and climate change)</li><li>• Physical landscapes in the United Kingdom (coastal landscapes and river landscapes)</li><li>• The living world (ecosystems, tropical rainforests and hot deserts)</li><li>• Geographical skills</li></ul>	Written examination  35%  1 hr 30 mins  88 marks
<b>Challenges in the Human Environment</b>	<ul style="list-style-type: none"><li>• Urban issues and challenges</li><li>• The changing economic world</li><li>• The challenge of resource management (energy)</li><li>• Geographical skills</li></ul>	Written examination  35% 1 hr 30 mins 88 marks

# **GEOGRAPHY** CONTINUED

<b>Geographical Applications &amp; Decision Making</b>	<ul style="list-style-type: none"><li>• Issue evaluation (decision making questions using a pre-released source booklet)</li><li>• Fieldwork (questions based on fieldwork enquiry and the use of fieldwork materials in an unfamiliar context)</li><li>• Geographical skills</li></ul>	Written examination  30%  1 hr 15 mins  76 marks
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# BUSINESS

**Examination Board:** Edexcel

**Head of Department:** Melanie Thorne [melanie.thorne@portland-place.co.uk](mailto:melanie.thorne@portland-place.co.uk)

In this ever-changing world, there has never been a more exciting time to be a business student. Whether it be discussing the impact of BREXIT or the assessing the risk of Apple introducing yet another iPhone, our classrooms are always filled with enthusiasm and zest for learning.

Our GCSE course starts with learning about entrepreneurs and their motives for setting up businesses; this allows us to explore the concepts of risks, rewards and creativity. We then learn about the importance of meeting customer needs and the impact of competition on business decisions, which in turn leads to learning about key financial indicators such as profit, cash flow and investment appraisal. We also investigate the effects of the external environment on businesses and their decisions – this is when the subject truly comes to life.



Our studies are not just limited to just “business”. Our GCSE encompasses human geography, sociology and psychology so it can be a subject for everyone. This along with our nurturing and encouraging teaching style could be the reason why it is one of the most popular choices for students at Portland Place.

Many of our GCSE students continue their Business studies into A-Level and beyond. We like to think that we have prepared them for the opportunities which lie ahead, whether that be in Business or another of their passions.

## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
<b>Theme 1:</b> Investigating Small Business	<ul style="list-style-type: none"><li>• Enterprise and entrepreneurship</li><li>• Spotting a business opportunity</li><li>• Putting a business idea into practice</li><li>• Making the business effective</li><li>• Understanding external influences on business</li></ul>	Written examination 1 hr 45 mins Worth 50% of the qualification
<b>Theme 2:</b> Building a Business	<ul style="list-style-type: none"><li>• Growing the business</li><li>• Making marketing decisions</li><li>• Making operational decisions</li><li>• Making financial decisions</li><li>• Making human resource decisions</li></ul>	Written examination 1 hr 45 mins Worth 50% of the qualification



# ECONOMICS

**Examination Board:** OCR

**Head of Department:** Melanie Thorne

[melanie.thorne@portland-place.co.uk](mailto:melanie.thorne@portland-place.co.uk)

*Should you be allowed to sell your kidney? Why is there a shortage of beds in the NHS? Is Brexit really that bad? Should the government tax the rich more to increase benefits for the poor? Why are Freddos increasing in price? Should pharmaceutical companies be allowed increase the price of drugs by 2000%?*



These are the many questions we try to answer in Economics!

The Economics GCSE is designed to help you gain a good understanding of the major issues in Economics and how these affect us in our daily lives and in the future. If you're a naturally curious person and love to find out how things work, then studying Economics at GCSE could be a great choice for you.

In the first year you will be taught to think from a micro-economic perspective and learn about the fundamental problem of how best to allocate your scarce resources like time and money. Knowledge and understanding of how the laws of supply and demand affects the price of things like oil, gold, shares, cars and houses will also be explored. You will learn about the dynamics of the Government's macro-economic policy and how this affects things like interest rates, exchange rates, inflation, taxation and unemployment. In your second year you will build on the knowledge gained from Year 1 and also look at trade and its implications at a local, national and global level.

## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
Introduction to Economics	Students are introduced to fundamental economic terms and concepts and apply them to explain how markets work in contemporary and historical economic contexts. They study the roles of the main economic agents, how they interact, and the importance of financial markets. There are two topics: <ul style="list-style-type: none"><li>• Introduction to economics</li><li>• The role of markets and money</li></ul>	80 marks 90 mins 50% weighting MCQ and Short Questions
National and International Economics	Students develop their understanding of how governments aim to achieve economic objectives and the effects of economic policies on markets, as well as the importance and impact of international trade. There are two topics: <ul style="list-style-type: none"><li>• Economic objectives and the role of government</li><li>• International trade and the global economy</li></ul> In both components students are encouraged to evaluate the moral, ethical and sustainability issues that arise from economic activity.	80 marks 90 mins 50% weighting MCQ and Short Questions

# PHYSICAL EDUCATION

**Exam Board:** OCR

**Head of Department:** Scott Rider [scott.rider@portland-place.co.uk](mailto:scott.rider@portland-place.co.uk)

The GCSE Physical Education course is a rewarding and challenging qualification. As well as the broad theoretical content, pupils will have to show their sporting ability in three separate sports which must cover team and individual activities. It is therefore essential that candidates are playing these three activities on a regular basis, preferably at club standard.



This course has been designed to allow learners to study Physical Education (PE) in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject.

The examined components will provide the knowledge and understanding which underpin the non-exam assessment (NEA). The NEA (coursework) within this specification allows learners to explore a range of activities in the role of performer, including both team and individual activities. Learners will also analyse and evaluate performance in a chosen activity as part of their NEA.

Practical assessments are carried out in three sports and assess pupils' range and quality of skills performed in isolation and in competitive scenarios. In addition, their physical attributes as well as their decision making will also be marked. Pupils will also analyse and evaluate their own performance with a view to improving their technique or fitness.

The theoretical part of the course incorporates applied anatomy and physiology, psychology, aspects of health and fitness as well as considering socio-cultural influences and movement analysis (biomechanics).

## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
Component 01:	Practical factors affecting performance Topic 1.1: Applied anatomy and physiology Topic 1.2: Physical training	Written examination: 1 hour 30% of the qualification, 60 marks.
Component 02:	Socio-cultural issues and sports psychology Topic 2.1: Socio-cultural influences Topic 2.2: Sport psychology Topic 2.3: Health, fitness and well-being	Written examination: 1 hour 30% of the qualification, 60 marks.
Component 03:	Performance in physical education Topic 3.1: Performance of 3 activities from the approved lists (1 team, 1 individual and 1 of either) Topic 3.2: EAP (evaluation and analysis of performance) written coursework	40% of the qualification, 80 marks non-examined assessment. Internally marked and externally moderated:



# FRENCH

**Examination Board:** Edexcel

**Head of Department:** Thomas Lalande [thomas.lalande@portland-place.co.uk](mailto:thomas.lalande@portland-place.co.uk)

More than 220 million people speak French over the five continents. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world. A world language, for the job market, culture, travel, higher education, love, reason and fun to learn.



## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
		Students will be entered into either Foundation (FT) or Higher Tier (HT) for all components.
<b>Listening and Understanding in French</b> (1FR0/1F and 1H)	Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes:	<b>Paper 1:</b> Written examination 25% <b>FT:</b> 35 mins including 5 mins reading time; 50 marks <b>HT:</b> 45 mins including 5 mins reading time; 50 marks
<b>Speaking in French</b> (1FR0/2F and 2H)	Identity and culture  Local area, holiday, travel  School  Future aspirations, <u>study</u> and work  International and global dimension	<b>Paper 2:</b> Internally conducted and externally assessed 25% <b>Task 1</b> – a role play based on an unseen topic allocated by Pearson. <b>Task 2</b> – questions based on an unseen picture stimulus allocated by Pearson. <b>Task 3</b> – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. <b>FT:</b> 7–9 mins plus 12 mins preparation time; 70 marks <b>HT:</b> 10–12 mins plus 12 mins preparation time; 70 marks
<b>Reading and Understanding in French</b> (1FR0/3F and 3H)		<b>Paper 3:</b> Written examination 25% <b>FT:</b> 45 mins; 50 marks <b>HT:</b> 1 hr; 50 marks
<b>Writing in French</b> (1FR0/4F and 4H)		<b>Paper 4:</b> Written examination 25% <b>FT:</b> 1 hr 10 mins; 60 marks <b>HT:</b> 1 hr 20 mins; 60 marks

# SPANISH



**Examination Board:** Edexcel

**Head of Department:** Thomas Lalande [Thomas.lalande@portland-place.co.uk](mailto:Thomas.lalande@portland-place.co.uk)

Spanish has always been a very popular subject at Portland Place School. Currently students can learn it from Year 6 onwards, which means most of them will be able to take the language for GCSE. In Spanish we also try to broaden student learning by offering a wide range of extracurricular activities, events and trips: before the pandemic, we ran a homestay trip to Salamanca, a Spanish city, nearby Madrid, where students stayed with host families and attended Spanish lessons at Colegio Delibes, so the experience was full immersion of language and cultural learning. We are hoping we can go to Spain again next year.

## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
		Students will be entered into either Foundation or Higher Tier for all assessed components. The use of dictionaries is not permitted.
Listening and Understanding in Spanish	Questions across all four language skills (Listening, Speaking, Reading and Writing) are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes: <ul style="list-style-type: none"> <li>• Identity and culture</li> <li>• Local area, holiday, travel</li> <li>• School</li> <li>• Future aspirations, study and work</li> <li>• International and global dimension</li> </ul>	<b>Paper 1</b>  Listening and understanding in Spanish  25%
Speaking in Spanish		<b>Paper 2</b>  Speaking in Spanish  25%
Reading and Understanding in Spanish		<b>Paper 3</b>  Reading and understanding in Spanish  25%
Writing in Spanish		<b>Paper 4</b>  Writing in Spanish  25%

# SCIENCE

**Examination Board:** AQA 8464 Science Trilogy.

- 8461 Biology
- 8462 Chemistry
- 8463 Physics

**Head of Department:**

Harriet Silcocks

[harriet.silcocks@portland-place.co.uk](mailto:harriet.silcocks@portland-place.co.uk)

**Science Teachers:**

- Daniel Bland
- Ricky Lee
- William Brittain



It is intended that teaching and learning in science will provide well designed studies of exploratory and investigational science and will give a worthwhile educational experience for all candidates. All these qualifications have been developed to inspire and challenge students of all abilities and aspirations.

Students at Portland Place School study the three sciences (Biology, Chemistry and Physics) at GCSE level from the beginning of Year 9. Each subject is taught by a specialist in a laboratory dedicated to that science.

During Year 9, a unique opportunity is presented to the students and their parents. The students have the choice of studying all three separate sciences at GCSE. Students will all be entered for GCSE Biology, Chemistry and Physics higher tier, which awards each science a separate GCSE grade (one in Biology, one in Chemistry and one in Physics). Other students may opt for the GCSE Combined Science Trilogy where the marks from the three science exams (Biology, Chemistry and Physics) are combined for an overall grade. These students are awarded two GCSEs in Science.

**What are the general courses covered?**

The topics covered in GCSE Biology include Cell Biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation, evolution, and ecology.

The topics covered in GCSE Chemistry include atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, and energy changes.

The topics covered in GCSE Physics include Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism and space.

**How is the course assessed?**

Both qualifications are linear so all exams will be taken at the end of Year 11. There is no coursework or controlled assessments, 100% of the grade is determined by exams.

The separate Science qualification will lead to successful students gaining 3 separate GCSEs in Science (Biology, Chemistry and Physics). For each Science there are two exams. These exams are all equally weighted and have 100 marks available in each. Each written exam is 1 hour 45 minutes and is first taken as higher tier however, foundation is available for students if it is required.

The Combined Science Trilogy qualification will lead to successful students gaining 2 separate GCSEs in Science. For each Science there are two exams. These exams are all equally weighted and have 70 marks available in each. Each written exam is 1 hour 15 minutes and is first taken as higher tier however, foundation is available for students if it is required.

# MEDIA STUDIES

**EXAMINATION BOARD:** EDUQAS

**Head of Department:** Jaimie Wolfe Murray-  
[jaimie.wolfemurray@portland-place.co.uk](mailto:jaimie.wolfemurray@portland-place.co.uk)



**Teacher:** Toni Tasić - [toni.tasic@portland-place.co.uk](mailto:toni.tasic@portland-place.co.uk)

Media Studies aims to take our Year 10 students – most of whom are already extremely media-literate – and give them the faculties to comprehend the rapidly-shifting world of the modern media and press.

To achieve this, we explore and understand the evolution of the modern media, as well as the best media theorists and critics of the day, nurturing the ability to think philosophically and evaluatively, and encouraging students to develop a deeply open-minded, self-aware and critical approach to their consumption and understanding of the Fourth Estate.

Media Studies also teaches life skills. It helps students understand marketing and advertising, and we encourage students to examine the difference between what products appear to be promising and what they'll actually deliver. It also develops evaluative thinking, encouraging not only understanding of texts, but also the connections between texts, their influences and contexts, and their wider influence on others, across a variety of cultures, time periods and philosophies.

Media Studies changes a student's approach to the Media; this continues outside of the classroom and provides a basis for critical thinking later in life.

## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)																
Paper 1	<p><b>Section A – Exploring Media Language and Representation</b></p> <table border="1"> <thead> <tr> <th>Magazine front covers</th> <th>Film posters (marketing)</th> <th>Newspaper front pages</th> <th>Print advertisements</th> </tr> </thead> <tbody> <tr> <td><i>Pride</i> (November 2015) <i>GQ</i> (July 2016)</td> <td><i>The Man with the Golden Gun</i> (1974) <i>Spectre</i> (2015)</td> <td><i>The Guardian</i> (4 September 2015) <i>The Sun</i> (18 December 2013)</td> <td><i>Quality Street</i> (1956) <i>This Girl Can</i> (2015)</td> </tr> </tbody> </table> <p><b>Section B – Exploring Media Industries and Audiences</b></p> <table border="1"> <thead> <tr> <th>Newspapers</th> <th>Radio</th> </tr> </thead> <tbody> <tr> <td><i>The Sun</i> <a href="https://www.thesun.co.uk/">https://www.thesun.co.uk/</a></td> <td><i>The Archers</i> <a href="http://www.bbc.co.uk/programmes/b006qggr">http://www.bbc.co.uk/programmes/b006qggr</a></td> </tr> <tr> <th>Film (media industries only)</th> <th>Video games</th> </tr> <tr> <td><i>Spectre</i>, 12 (2015) <a href="http://www.007.com/spectre/">http://www.007.com/spectre/</a></td> <td><i>Pokémon Go</i> (2016) <a href="http://www.pokemon.com/uk/">http://www.pokemon.com/uk/</a></td> </tr> </tbody> </table>	Magazine front covers	Film posters (marketing)	Newspaper front pages	Print advertisements	<i>Pride</i> (November 2015) <i>GQ</i> (July 2016)	<i>The Man with the Golden Gun</i> (1974) <i>Spectre</i> (2015)	<i>The Guardian</i> (4 September 2015) <i>The Sun</i> (18 December 2013)	<i>Quality Street</i> (1956) <i>This Girl Can</i> (2015)	Newspapers	Radio	<i>The Sun</i> <a href="https://www.thesun.co.uk/">https://www.thesun.co.uk/</a>	<i>The Archers</i> <a href="http://www.bbc.co.uk/programmes/b006qggr">http://www.bbc.co.uk/programmes/b006qggr</a>	Film (media industries only)	Video games	<i>Spectre</i> , 12 (2015) <a href="http://www.007.com/spectre/">http://www.007.com/spectre/</a>	<i>Pokémon Go</i> (2016) <a href="http://www.pokemon.com/uk/">http://www.pokemon.com/uk/</a>	<p>Written Exam</p> <p>1 hr 30 mins</p> <p>40%</p>
Magazine front covers	Film posters (marketing)	Newspaper front pages	Print advertisements															
<i>Pride</i> (November 2015) <i>GQ</i> (July 2016)	<i>The Man with the Golden Gun</i> (1974) <i>Spectre</i> (2015)	<i>The Guardian</i> (4 September 2015) <i>The Sun</i> (18 December 2013)	<i>Quality Street</i> (1956) <i>This Girl Can</i> (2015)															
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# MEDIA STUDIES

**EXAMINATION BOARD:** EDUQAS

**Head of Department:** Jaimie Wolfe Murray-

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**Teacher:** Toni Tasić - [toni.tasic@portland-place.co.uk](mailto:toni.tasic@portland-place.co.uk)



Paper 2	<p><b>Section A – Crime Drama</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Option 1 – Crime Drama</p> <p><i>Luther, Series 1, Episode 1 (2010), 15</i></p> <ul style="list-style-type: none"> <li>Original broadcaster: BBC</li> </ul> <p>Plus a ten minute extract from:</p> <p><i>The Sweeney, Series 1, Episode 1 (1975), 15</i></p> <ul style="list-style-type: none"> <li>Original broadcaster: ITV.</li> </ul> </div>	<p><b>Section B – Music Video &amp; Online Media</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Contemporary Music Video:</b>            Katy Perry ‘Roar’ 2013            Bruno Mars ‘Uptown Funk’ 2014</p> <p><b>Music Video from 1980s/90s:</b>            Michael Jackson ‘Black or White’</p> <p><b>Online Media:</b> <a href="http://www.katyperry.com">www.katyperry.com</a>  <a href="http://www.brunomars.com">www.brunomars.com</a> Facebook,            Twitter, Instagram, Youtube, Pinterest</p> </div>	<p>Written Exam</p> <p>1 hr 30 mins</p> <p>30%</p>
Paper 3	Plan, make and launch a new media product (magazine, <u>film</u> or website)		<p>Non Examined Assessment</p> <p>30%</p>



# DRAMA

**Exam Board:** AQA

**Head of Department:** Robert Alexander [robert.alexander@portland-place.co.uk](mailto:robert.alexander@portland-place.co.uk)

Our GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre. This academic Drama specification will test the all-round ability of our students to plan, perform and appraise.

It is compulsory for students who study GCSE Drama to be involved in our extra-curricular projects. This will allow students the opportunity to refine their skills, whilst developing confidence in front of our appreciative audiences.



## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
<b>Understanding Drama</b>	<ul style="list-style-type: none"><li>• Knowledge and understanding of drama and theatre</li><li>• Study of one set play from a choice of six</li><li>• Analysis and evaluation of the work of live theatre makers</li></ul> <p><i>Throughout the GCSE, students will get the chance to see and analyse professional productions in preparation for the written exam.</i></p>	Written exam 1 hr and 45 mins Open book 80 marks 40% of GCSE
<b>Devising Drama</b>	<ul style="list-style-type: none"><li>• Process of creating devised drama</li><li>• Performance of devised drama</li><li>• Analysis and evaluation of own work</li></ul>	Non-examined Assessment Devising log (60 marks) Devised performance (20 marks) 80 marks 40% of GCSE
<b>Texts in Practice</b>	<ul style="list-style-type: none"><li>• Performance of two extracts from one play</li></ul> <p><i>Free choice of play but it must contrast with the set play chosen for Component 1</i></p>	Non-examined Assessment Performance of Extract 1 (20 marks) Performance of Extract 2 (20 marks) 40 marks 20% of GCSE

# HISTORY



**Examination Board:** OCR History A (Explaining the Modern World)

**Lead Teacher – Phoebe Lewis** [phoebe.lewis@portland-place.co.uk](mailto:phoebe.lewis@portland-place.co.uk)

GCSE History is a challenging and rigorous academic subject. Students develop analytical, evaluative, and extended writing skills, they gain an understanding of their lives and the lives of others, make links between the past and present, and realise that definitive judgements and absolutes in the way we explain the world are often inaccurate.

We follow the OCR Modern World History (A) specification which considers historical debate such as ‘How far can the policy of appeasement be justified?’, ‘How has total warfare affected society throughout time?’ or ‘What were Hitler’s policies towards minorities in Germany?’. The grade students receive is determined through three written exam papers at the end of Year 11.

The department utilises Firefly, which is entirely integrated into student learning; classwork, homework, revision, and all extra information needed is readily available and easily accessible. GCSE students each have a ‘Log your Learning’ page to record knowledge and understanding, creating an ongoing digital record for progress checks and revision.

## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
<b>J410/02</b> <b>International Relations 1918–c.1975</b> <b>Germany 1925–1955: The People and the State</b>	<ul style="list-style-type: none"> <li>• Conflict and co-operation 1918–1939 (Interpretations on Appeasement)</li> <li>• The Cold War 1945–c.1989 (Interpretations on responsibility for Cold War tensions)</li> <li>• From the end of the Cold War to 9/11</li> <li>• Depth Study - Germany from 1925-1955</li> </ul>	Written Exam 50%  1 hr 45 mins 105 marks
<b>J410/10</b> <b>War and British Society c.790 to c.2010</b>	<ul style="list-style-type: none"> <li>• Different types of war</li> <li>• Attitudes and responses to war</li> <li>• Impacts of war on people</li> <li>• Impacts of war on government and politics</li> </ul>	Written Exam 25%  1 hr 50 marks
<b>J410/13</b> <b>Personal Rule to Restoration 1629–1660 with Castles</b> <b>Form and Function c.1000–1750</b>	<ul style="list-style-type: none"> <li>• Relationship between Parliament and Charles I 1629–1642</li> <li>• The political and religious impact of war 1642–1649</li> <li>• The nature and extent of political and religious change 1649–c.1660</li> <li>• Case Study: Kenilworth Castle – change and continuity through time</li> </ul>	Written Exam 25%  1 hr 15 mins 55 marks

# MUSIC

**Examination Board:** Pearson EDEXCEL

**Head of Department:** Steve Hill [steve.hill@portland-place.co.uk](mailto:steve.hill@portland-place.co.uk)

Music is scientifically proven to be a subject which benefits, supplements and helps in highly desirable academic, vocational and social skills such as self-management, teamwork, problem-solving, communication as well as developing creativity. The GCSE course allows for the study of a range of musical styles, genres and periods, in addition to the performance and creation of music. As well as being fun, it is great preparation for further study, whether in Music or other subjects, and one that employers and Further Education institutions place great value on.



## Course Outline and Assessment Information

Component	Content	Assessment
<b>Performing</b>	<p>Students will prepare a performance of <u>at least 4 minutes</u>, 1 solo and 1 group (minimum of 1 minute), on any instrument and in any style (at least Grade 3 or higher).</p> <p><b>Portland Place School offers a 50% discount in tuition for those studying GCSE Music.</b></p> <p><b>Public performance during the course is an expectation of all students.</b></p>	<p>Non-Examined Assessment</p> <p>Recorded performances</p> <p>Internally marked and externally moderated by Pearson</p> <p>30%</p>
<b>Composing</b>	<p>Students will complete two compositions of at least 3 minutes combined duration.</p> <ul style="list-style-type: none"> <li>Composition 1 is to a brief set by Pearson in the final year.</li> <li>Composition 2 is a free piece and must be completed in the final year of the course.</li> <li>Each piece must be longer than 1 minute.</li> </ul>	<p>Non-Examined Assessment</p> <p>Internally marked and externally moderated by Pearson</p> <p>30%</p>
<b>Appraising</b>	<p>Students will be asked about familiar and unfamiliar music, through the context of 8 set works, applying knowledge of the musical elements and language including aural analysis, dictation and one extended response. Styles studied include Musical Theatre, Classical, Jazz, Folk, Film and Popular.</p> <p>This section requires a large amount of key terminology to be remembered and recalled.</p>	<p>Written examination with CD extracts (1hr 45min)</p> <p>Externally assessed by Pearson</p> <p>40%</p>



# DESIGN

**Examination Board:** AQA (Full course name GCSE Art, Craft, and Design)

**Lead Teacher:** David Wood [David.wood@portland-place.co.uk](mailto:David.wood@portland-place.co.uk)

GCSE Design allows students to explore and experiment with a range of design specialisms including graphic communication, textile design and three-dimensional design. Throughout the course pupils will learn about a broad range of artists, designers, and engineers to influence and review their own design ideas. They will also independently research several 20<sup>th</sup> Century design movements. This course is a progression from the subject knowledge covered in KS3 whilst building a foundation for future studies in creative areas.

Students will complete a series of half term projects focusing on different design specialisms. There will be practical based workshops throughout both year 10 and 11. Students will record their research, designs, development, and final outcomes in a portfolio. As part of the course students also must identify a design situation that they can spend a longer amount of time developing a working prototype for (sustained project).

In summary GCSE Design is a very practical based and explorative course. It allows students to experience a multitude of design specialisms, manufacturing processes, and materials to visualise their own ideas. Additionally, there is no conventional written exam but instead a 10-hour design activity which can be a better experience for more hands-on learners.



## Course Outline and Assessment Information

Component	Content	Assessment (GCSE 9-1)
Portfolio (Component 1)	<p>Students will complete a series of projects to experiment with a range of design specialisms such as Product Design, Graphic Communication, Textiles, Sculpture, Architecture, and Computer aided design / Manufacture. They will record this in a portfolio recording their ability to use a range of visual techniques to develop their ideas.</p> <p>Students will also independently research and develop a sustained project of their choice. This is again an opportunity for them to experiment with a range of materials, manufacturing processes, and</p>	<p>No time limit (120-140 hours is average time spent)</p> <p>96 marks</p> <p>60% of GCSE</p>

# DESIGN

**Examination Board:** AQA (Full course name GCSE Art, Craft, and Design)

**Lead Teacher:** David Wood [David.wood@portland-place.co.uk](mailto:David.wood@portland-place.co.uk)

	tools to develop a final prototype. Component 1 is assessed through four assessment objectives.	
Externally set assignment (Component 2)	AQA release a design context for which students then spend ten hours responding to whilst in year 11. This is assessed by an external moderator using the same four assessment objectives as used for component 1.	Preparatory period followed by 10 hours of supervised time  96 marks  40% of GCSE





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